

PSYC 22880—Psychological Impacts of Education Policy

Spring 2018
Friday, from 9:30 AM-12:20 PM
Beecher Hall 101

Instructor: Marjorie W. Schaeffer,
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Office Hours: Wednesday from 2:00-4:00
and by appointment

Course Description

How do governmental policies impact students' learning? How do we help all students achieve at high levels? In this course, we will apply a psychological lens to investigate the ways in which children, teachers, and parents are impacted by education policy decisions. Throughout our investigation, we will shift our level of analysis of education policy from a macro to a micro level, beginning with large-scale federal policies and narrowing our focus to decisions made at the school and classroom levels. Finally, we will examine examples of practice from other countries and other fields as a way to stimulate our own ideas about best practices and look at the bidirectional nature between psychology and education policy. In addition to discussing central topics in education policy, we will review empirical articles to understand how teachers, families, and students are impacted by education policies, and learn how psychologists design experiments to answer research questions about education.

Learning Objectives:

By the end of the course, students will be able to:

- Distinguish popular misconceptions about psychological impacts of education policy on individuals from facts by examining empirical evidence
- Think critically about and evaluate current research about education by reviewing peer-reviewed scientific research articles
- Design and implement theory based research that advances understanding of education and schools

Prerequisite: Given the nature of the peer-reviewed research articles assigned and the requirement for the final paper, it is highly recommended that students have completed Psychological Research Methods (PSYC 20200) before enrolling in this course.

Requirements and Grades:

Participation (25%) — All students are expected to participate in class by answering questions, engaging in class discussion, and working in small groups. An important part of participation is being prepared—having read the assigned reading, and coming to class with questions. At times you will be asked to complete in-class assignments, which will be included in your participation grade.

Content Quizzes (15% in total)—Four times during the course there will be a short quiz covering all readings and lectures up until that point. These questions will be short answer and multiple choice.

Response Paper (25%)—You will be asked to complete one 2-3 page reflection paper in which you summarize, analyze, ask questions in response to assigned readings, and propose a follow up research study in response to assigned readings. Be analytic, do not just summarize the readings: look for biases, compare points of view, and feel free to express your own point of view. Your paper should end with at least two questions you think would help spark discussion. Response papers are due Thursday at noon on the week are assigned and should be posted on Canvas.

Research Paper (30% and 5% presentation)—You will complete a research proposal that will include a presentation and final paper. For this assignment, you should propose a research question related to the field of education policy. See attached sheet for information.

Academic Articles & Readings:

Assigned book chapters will be available as PDFs via Canvas (please click on *Course Material* and then click on the *Readings* folder.) Journal articles can be retrieved via Psych Info or Google Scholar.

Plagiarism, Cheating, & Ethics

It's an unfortunate fact that on occasion, students either intentionally or unintentionally claim the work of others as their own. I will provide you with detailed information on what constitutes plagiarism on the first day of class, as well as information regarding the APA citation style we will be using in this course. All students are responsible for reading these materials and asking whatever clarification questions are necessary to ensure that they are correctly citing the ideas they borrow from other sources. Additionally, unless otherwise explicitly indicated on the assignment, students should assume that they should work on assignments independently *without* the assistance of their peers.

Disability Statement

If you have any kind of disability, please talk to me immediately. I am more than happy to provide any kind of accommodation that will help you succeed in this class. If you require any accommodations for this course, as soon as possible please provide me with a copy of your Accommodation Determination Letter (provided to you by the Student Disability Services office) so that you may discuss with us how your accommodations will be implemented in this course.

The University of Chicago is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need an accommodation to participate in class, complete course requirements, or benefit from the University's programs or services, you are encouraged to contact Student Disability Services as soon as possible. To receive reasonable accommodation, you must be appropriately registered with Student Disability Services.

Please contact the office at 773-834-4469 or email: disabilities@uchicago.edu or visit the website at disabilities.uchicago.edu.

Course Readings and Schedule (subject to change)

March 30 (Week 1):

History of American Education: When did the government become involved in education? What kinds of questions can we answer about education empirically?

- Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science*, 23(1), 73-82.

April 6 (Week 2):

Race and Equal Educational Opportunity: School Desegregation and Re-segregation

- Kende, J., Phalet, K., van den Noorgate, W., Kara, A., & Fischer, R. (2017). Equality revisited: A cultural meta-analysis of intergroup contact and prejudice. *Social Psychological and Personality Science*. Advance online publication. doi.org/10.1177/1948550617728993
- Kluger, R. (2011). The Doll Man and Other Experts. In *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (pp. 396-434)
- Reardon, S. F., & Owens, A. (2014). 60 years after Brown: Trends and consequences of school segregation. *Annual Review of Sociology*, 40, 199-218.
- Bonds, M., Sandy, M. G., & Farmer-Hinton, R. L. (2015). The rise and fall of a voluntary public school integration transportation program: A case study of Milwaukee's 220 Program. *Education and Urban Society*, 47(6), 623-645.

April 12 (Week 3):

Language and Equal Educational Opportunity: Bilingual Education

- Durán, L. K., Roseth, C. J., & Hoffman, P. (2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly*, 25(2), 207-217.
- Winsler, A., Diaz, R. M., Espinosa, L., & Rodraguez, J. L. (1999). When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. *Child development*, 70(2), 349-362.
- Lehtonen, M., Soveri, A., Laine, A., Järvenpää, J., de Bruin, A., & Antfolk, J. (2018). Is bilingualism associated with enhanced executive functioning in adults? A meta-analytic review. *Psychological bulletin*.

April 19 (Week 4):

Accountability through Competition and School Choice: Public School Choice and Private School Vouchers

- Hess, F. M. (2015). Chapter 3. *Common sense school reform*. St. Martin's Press.
- Betts, J. R., & Atkinson, R. C. (2012). Better research needed on the impact of charter schools. *Science*, 335(6065), 171-172.

- Angrist, J. D., Cohodes, S. R., Dynarski, S. M., Pathak, P. A., & Walters, C. R. (2016). Stand and deliver: Effects of Boston's charter high schools on college preparation, entry, and choice. *Journal of Labor Economics*, 34(2), 275-318.
- McGhee, Raudenbush, & Rosen, An Ambitious Elementary School: Its Conception, Design, and Contribution to Educational Equality, Conclusion

April 26 (Week 5):

Accountability, No Child Left Behind & Common Core

- McDonald, A. S. (2001). The prevalence and effects of test anxiety in school children. *Educational psychology*, 21(1), 89-101.
- Ladd, H. F. (2017). No child left behind: A deeply flawed federal policy. *Journal of Policy Analysis and Management*, 36(2), 461-469.
- Gara, T. V., Brouillette, L., & Farkas, G. (2018). Did the frequency of early elementary classroom arts instruction decrease during the no child left behind era? If so, for whom?. *Early Childhood Research Quarterly*.

Research Proposal due*

May 3 (Week 6):

Policy in the Classroom: Teacher Quality, Teach for America, and Alternative Certification

- Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Vasquez Heilig, J. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13.
- Glazerman, S., Mayer, D., & Decker, P. (2006). Alternative routes to teaching: The impacts of Teach for America on student achievement and other outcomes. *Journal of Policy Analysis and Management*, 25(1), 75-96.
- Harris, D. N. (2011). Value-added measures and the future of educational accountability. *Science*, 333(6044), 826-827.
- Ravitch, D. (2013). The Problem with Teach for America. In *Reign of error: The hoax of the privatization movement and the danger to America's public schools* (pp. 133-144).

Please submit 1-2 discussion questions by Thursday at noon

May 10 (Week 7):

School Discipline, Racial Disparities, and Diversity in the Teaching Force

- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes race and the disciplining of young students. *Psychological science*, 26(5), 617-624.
- American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 03(9), 852-862.
- He, Y., Cooper, J. E., & Tangredi, C. (2015). Why Do I Stay?: A Case Study of a Secondary English Teacher in an Urban High School. *Teacher Education Quarterly*, 42(1), 49.

May 17 (Week 8):

Homework, Parental Involvement, & Parental expectations/ Research Presentations

- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377-397.
- Rozek, C. S., Svoboda, R. C., Harackiewicz, J. M., Hulleman, C. S., & Hyde, J. S. (2017). Utility-value intervention with parents increases students' STEM preparation and career pursuit. *Proceedings of the National Academy of Sciences*, 114(5), 909-914.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 76(1), 1-62.

May 24 (Week 9):

Practice from Other Countries/ Research Presentations

- Kansanen, P. (2003). Teacher education in Finland: Current models and new developments. *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*, 85-108.
- Ripley, The Smartest Kids in the World, Chapter 3: The Pressure Cooker
- Evans, D., Kremer, M., & Ngatia, M. (2008). The impact of distributing school uniforms on children's education in Kenya. *World Bank, mimeo*.

Final Paper:

In this assignment, you will design a large-scale research study pursuing a question related to the field of educational psychology. While your topic does not need to be directly related to presented course material, your study should connect to the field of educational psychology in some way.

Objectives: After completing the semester-long research assignment project, students should be able to demonstrate the following:

1. Propose a specific research question to answer a controversy in educational psychology
2. Concisely provide background information that sets the stage for a new study
3. Propose a testable research study
4. Present potential results in a clear and intentional manner
5. Synthesize findings and connect results to overall literature
6. Apply APA citation format correctly and consistently.

This assignment has three parts:

1. **Proposal**—By April 26 (on week 5), bring your proposed research question to class with four peer reviewed journal articles (not book chapters) providing background on your topic, and an annotated bibliography (showing the articles' citation and a paragraph summary of the article). Your proposed research question should be specific and answerable.
2. **Presentation**—On May 17 or 24 (week 8 or 9) please plan to give a 7 minute presentation about your research study. You should include slides on background and proposed study. Your presentation should be a miniature version of your final paper (see below), but this is an opportunity for you to receive feedback and get ideas from the class before you finalize your paper.
3. **Final Paper**—By Wednesday, June 6 at midnight please turn in a paper, 8-10 double-spaced pages in length with standard margins and fonts. Your paper should be written up in the style of a psychology journal article (for example, *Psychological Science*) with APA citations and the following sections:
 - a) **Introduction:** Include a literature review of the topic area of your proposal and rationale for the proposed study. What previous work has been done in this area? What is the specific problem that your study will address? How does your proposed study build on previous work? What is your hypothesis? The introduction should be clear and concise—containing the necessary argument to justify the rationale for the project, and no unnecessary information. In general, work from a broad perspective at the beginning of the introduction, to a specific hypothesis near the end of the introduction.
 - b) **Methods:** Enough detail should be provided so that someone reading the paper could actually conduct the study, armed with only the information given in the proposal. How would you conduct your study? Include information regarding your participants:

Who are you going to study? Is there anything unique or problematic about this sample?

- c) Procedure and Measures: What would participants in your study do? What methods will you use to collect your data? What physiological measures, scale, or questionnaires are going to be administered to participants? Use existing papers as a guideline here.
- d) Implications: How would the results from your proposed study influence policy or classroom instruction?