Originating Course Information

Offering of Education: Teaching & Learning 7010: Diverse Approaches to Research on Teaching and Learning
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Off Campus
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering Part of the Dual MA Indonesian program.
Description for this offering Focusing on the psychological, the sociocultural, and the sociopolitical contexts of teaching and learning, students will be provided with both micro and macro perspectives for considering classroom issues.

Attachments

• 7010 OneTimeSupplement (2).doc
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
• EDUTL7010_su12.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

• Approved by GSC. (by Mercerhill,Jessica Leigh on 04/13/2012 10:07 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/13/2012 10:07 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/13/2012 10:07 AM</td>
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<tr>
<td>Pending Approval</td>
<td>Zircher,Andrew Paul</td>
<td>04/13/2012 10:07 AM</td>
<td>College Approval</td>
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<td></td>
<td>Achterberg,Cheryl L</td>
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<td></td>
<td>Blount,Jackie Marie</td>
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</table>
A. One-time Request Information  (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity  20 ________________
3. Waitlist Capacity ________________
4. Final Exam:
   □ Yes   □ No
   □ Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)
   a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information

____________________________________________________________________________________

____________________________________________________________________________________

6. Class Search Title (18 character limit)  DivAppTeach ________________
7. Display in Class Search :
   □ Yes  □ No
8. Credit Hours  4 ________________
9. Course Components (check all that apply):

   Lecture

10. Graded Component (check one):

   Lecture

11. Campus of Offering (check all that apply):

   [ X ] Columbus   [ X] Marion   [ X ] Newark
   [ X ] Lima   [X ] Mansfield   [ ] Wooster (ATI)
12. Prerequisites and Exclusions

13. Permission to Enroll in this course: □ No Consent needed X Department Consent

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date July 16 – Aug 3, 2012

2. Previous quarter(s) of offering and enrollment Summer 2011, 11

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site Indonesia

6. Will course be taught in distance learning format: □ Yes X No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tr>
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<td>G, 3</td>
<td>G, 4</td>
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<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>50 hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>X Letter □ S/U □ Progress</td>
<td>X Letter □ S/U □ Progress</td>
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<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>□</td>
<td>Total hours of class meetings:</td>
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</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

Instructor Kathy Trundle Rank Assoc Prof

Qualifications (explain any difference in rank/qualification from on-campus instructors)
Explain differences in teaching arrangements from on-campus offerings
Library access through internet

Student Services (explain how they will be provided to off-campus students):

Registration   online
Office Hours
Academic Advising   online

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:

3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.
Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [X] MON
   - [X] TUE
   - [X] WED
   - [X] THR
   - [X] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Kathy Trundle</td>
<td>Primary</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td></td>
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<td>3</td>
<td></td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
Syllabus

DIVERSE APPROACHES TO RESEARCH ON TEACHING AND LEARNING
EDUTL 7010
USINTEC International Dual Master’s Degree Program in Education
State University of Semarang / The Ohio State University
College of Human Ecology and Education
School of Teaching and Learning
Summer, 2012
Monday, Tuesday, and Thursday – 9:00-11:30AM /1:00-3:30PM

Instructors:

Ohio State University faculty co-instructor:
Dr. Kathy Cabe Trundle
1945 N High Street, 201 Arps Hall, Columbus Ohio 43210
Email: trundle.1@osu.edu
Office hours by appointment

Indonesian faculty co-instructor:
To be determined. Office address: Universitas Negeri Semarang (UNNES), Semarang, Indonesia.

Credit Hours: 4 graduate Credit Hours, no prerequisites

Class time: the class will meet Monday, Tuesday, and Thursday, and one additional Wednesday from 9:00-11:30AM, and 1:00-3:30PM, starting July 2 and ending July 26, 2012

Relationship to other courses/curricula – This course is one of three core courses (12 semester credit hours) in the U.S./Indonesia Teacher Education Consortium (USINTEC) International Dual Master’s Degree Program. The other two core courses are: Education in Indonesia and the U.S and Learning and Multicultural and Global Perspectives on Teaching and Learning. Credits Indonesian students earn for this course will be applied to their transcripts at their Indonesian USINTEC member institution of enrollment. These credits will be transferred to the U.S. USINTEC university of enrollment upon arrival for the academic year in the U.S. Credits students enrolled at Ohio State University earn while taking the courses in Indonesia as a study abroad experience will be applied to their transcripts at Ohio State.

Course Description:

Description: Teaching and learning can be examined in a number of ways from a variety of fields and disciplines. This course provides students with an opportunity to examine educational issues in early and middle childhood from a range of perspectives. In focusing on the psychological, the sociocultural, and the sociopolitical contexts of teaching and learning, students will be provided with both micro and macro perspectives
for considering classroom issues. More important, after the completion of this course students should be able to develop and articulate their own “mental framework” and cultivate a habit of mind that permits the acceptance of multiple perspectives.

The course focuses on multiple perspectives on educational research. Course topics include a wide range of teaching and learning research genres and multiple forms of statistical (quantitative), interaction analysis, discourse study, ethnographic (qualitative), and case study methods as well as historical and theoretical scholarship on teaching and learning.

Graduate level course (master’s), 4 credit hours, no prerequisites.

**Course Goals**

Following successful completion of this course, students should:

- Understand a wide range of teaching and learning research genres and multiple forms of statistical (quantitative) and qualitative approaches to research, including interaction analysis, discourse study, ethnographic (qualitative), & case study.
- Understand how the many teaching and learning research genres frame questions, offer and support claims, construe logic and evidence, involve specific research methods or practices, and relate to pedagogical practice.
- Understand how to critically analyze education research.

**Course Objectives/Learning Outcomes**

- Read and discuss research and scholarship on teaching and learning from a variety of perspectives.
- Examine the assumptions supporting each stance (theoretical frameworks).
- Consider the relationship of particular perspectives to other perspectives.
- Discuss the beliefs about the purpose of schooling within a particular perspective.
- Discuss instructional and education concepts within different perspectives. (e.g. literacy instruction, content instruction, classroom management issues, instructional models, the nature and structure of content, assessment).
- Relate multiple perspectives to educational research paradigms.

**Required Readings and Course Materials:**

Assignments

**Research Journal.** You will keep a journal throughout the quarter to record your ruminations and reading responses. Entries will include personal thoughts and commitments, changes in your thinking, searches for a research question, self-reflection and critique of new ideas, and preparations for your research proposal. The writing for your journal can include informal, personal, and/or more formal writing. The journal should examine your own thinking about your research proposal and what you are learning in class and from your reading to support your development as a teacher researcher. You will share your journal with a partner and give each other feedback and support. You will write a 3-page reflection at the end of the quarter that uses your journal as data and analyzes the themes and development of your learning during this course.

**Class Participation and Group Work.** Classroom based inquiry is best done in collaboration with others. Full participation and collaboration from all students is expected. Full participation does not necessarily mean a lot of talking (in fact, dominating discussions is negative), but it does mean thoughtful and attentive participation. You will be a participant in small work group to discuss the readings and help you prepare your research proposal. You will bring three questions to your group to discuss the readings each class session. Your participation will be graded on how well you are prepared for discussions as well as your ability to aid the progress of the group and support other participants. You will be asked to do an assessment of your participation and an assessment of members in your group.

**Data Collection.** You will practice taking some sample data in order to develop your researcher skills. These data will be shared with your small group and we will discuss typical ways to analyze them. These data collection assignment will contribute to the participation portion of your grade.

**Research Proposal.** You will write a 6-8 page (10-15 pages for PhD students) proposal for a classroom based inquiry project. This should include your question, a brief rationale (why you are interested in this question and/or why it is an important question), a
description of your assumptions, prejudices, and expectations, a brief literature review (4-6 articles M.A./ 6-10 articles PhD), the design of your study (which will include the action you plan if you are doing action research) and your reflections on the process of doing this proposal. Alternative projects to the research proposal can be negotiated with the instructor.

Course Evaluation/Requirements

Students will be assessed based on their attendance and participation in class and completion of class assignments. Grading plan will be based on the following:

- Class preparation & participation 15%
- School observations 15%
- Researcher journal 20%
- Research proposal & presentation 50%

Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
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<tr>
<td>E</td>
<td>59% or less</td>
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Topical Outline

1. Introductions: Professors, Students, Class
2. Educational Research Overview
3. Scientific Inquiry
4. Research Paradigms
   - Positivism
   - Interpretivism
   - Criticism
5. Theories of Learning
   - Classical
   - Behaviorism
   - Gestalt
   - Constructivism
     - Cognitive
     - Social
   - Cognitivism
6. Psychometric Tradition
7. Interaction Analysis
8. Discourse Analysis
9. Ethnography
10. Case Study
11. Action Research

Academic Misconduct

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately as early in the quarter as possible in order to receive effective and timely accommodations.

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.