Term Information

Effective Term

Autumn 2016

General Information

Course Bulletin Listing/Subject Area
Edu Sts: Education Psychology

Fiscal Unit/Academic Org
EHE Educational Studies - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
8406

Course Title
Self-regulated Learning

Transcript Abbreviation
Self-reg Learning

Course Description
This class will critically examine major constructs and relations proposed by different models. We will analyze and discuss empirical research designed to investigate students' self-regulated learning, including its assessment. We also will evaluate how self-regulated learning can be fostered through instructional interventions.

Semester Credit Hours/Units

Fixed: 3

Offering Information

Length Of Course
14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week

Flexibly Scheduled Course
Never

Does any section of this course have a distance education component?
No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Lecture

Grade Roster Component
Lecture

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Never

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
42.2806

Subsidy Level
Doctoral Course

Intended Rank
Doctoral
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- The goal of this course is to provide you an opportunity to develop an in-depth understanding of self-regulated learning.

Content Topic List

- 1. Critically examine a select set of advanced topics associated with self-regulated learning
- 2. Examine emerging methodological and theoretical issues in self-regulated learning
- 3. Understand and evaluate directions for future research in self-regulated learning
- 4. Advance one's own research agenda

Attachments

- ESEPSY 8406 Self-Regulated Learning syllabus.docx: Updated Syllabus
  (Syllabus. Owner: Gerken,Samantha Jo)
- Concurrence Request for ESEPSY 8406 and ESEPSY 8407.pdf: Concurrence form & letter
  (Concurrence. Owner: Malone,Helen Irene)

Comments

- email sent 3/11/2016, revision requested (by Odum,Sarah A. on 03/11/2016 11:46 AM)

Workflow Information

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ES EPSY 8406
Self-Regulated Learning: Research and Practice

Autumn 2016 (xxxxxx)
Th. 4:10 – 6:50, Rm. 150 Younkin

Instructor – Prof. Christopher A. Wolters
Office – 250B Younkin
E-mail – wolters.21@osu.edu

Goals and Description of Course
The goal of this course is to provide you an opportunity to develop an in-depth understanding of self-regulated learning. To accomplish this goal, we will examine several closely related theoretical perspectives used to understand and explain the process of self-regulation within academic contexts. As a class, we will read, discuss, and critically examine major constructs and relations proposed by these different models. As well, we will analyze and discuss empirical research designed to investigate students’ self-regulated learning, including its assessment. This research includes both classic articles in the study of self-regulation, as well as more recent efforts to investigate and understand this process. The major topics we cover reflect traditionally important areas of research associated with self-regulated learning as well as more contemporary, emerging, or state-of-the-art ideas. We also will evaluate how self-regulated learning can be fostered through instructional interventions. The course is not comprehensive, as there are many more relevant topics than we can effectively cover in one semester. However, the topics we do cover will begin to establish a necessary foundation for those who want to develop and expertise in this area of research, or those that simply want to better understand this field. The materials and assignments should also allow students to develop and improve your own research agenda.

After successfully completing this course, you should be able to describe, compare and contrast major concepts associated with self-regulated learning. Also, you should be able to critically examine theory, research, and conceptual issues related to this area of research. As part of this understanding, you should become knowledgeable about the methods and designs used to conduct research on students’ self-regulated learning. Finally, you should be able to apply the ideas, concepts and theories from this course to academic contexts relevant to your own interests.

Course Objectives:
1. Critically examine a select set of advanced topics associated with self-regulated learning
2. Examine emerging methodological and theoretical issues in self-regulated learning
3. Understand and evaluate directions for future research in self-regulated learning
4. Advance one’s own research agenda

Instructional Approach
Class time will be devoted primarily to developing your understanding of the course materials in order to reach the stated course objectives. For the most part, the format of the class will consist of group discussion of the readings completed for a given week. I expect students to come to class well prepared and willing to take an active role in the discussion of the day’s topic. Some course requirements will be completed on-line via Carmen. Hence, you are also expected to maintain a consistent connection to the course via the Carmen website.

**Required readings:**
All of the required readings for this course are listed in on the course schedule included with this syllabus. It is my expectation that all readings will be made available through Carmen as pdf documents. You may also get access to them via the Ohio State library system.

**Graded Requirements**
The requirements of the course are designed to encourage students to think about course material in a thoughtful and reflective manner. The emphasis in the class will be on understanding, evaluating, and critically analyzing the central concepts, ideas, and constructs associated with self-regulated learning, and applying them to relevant academic contexts.

1) **Understand Assignments** (3 x 20% = 60%): The primary form of graded work in the class will consist of three assignments that will each be worth 20% of your grade. For these assignments, you will be given at least two weeks to address one or more take home “paper” assignments related to the assigned readings and classroom discussions. These papers will require you to make connections among the material from the readings across and within different weeks of the course and to think more in-depth about the research issues covered in the course. They are also a way to get students to think critically about how the various views of self-regulated learning discussed in class can be used to inform educational practice. A more complete assignment sheet will be handed out for each paper. The tentative due dates for these assignments are on the course schedule below.

2) **Group Presentation** (20%): As part of a small group (e.g., pairs), students will be required to create and deliver a presentation for the rest of the class. These presentations will focus on summarizing and evaluating an important aspect of self-regulated learning. A more complete assignment sheet for this project will be available at least three weeks before the presentations/papers are due.

3) **Participation** (20%): Because your meaningful participation assists both you and your classmates in understanding the subject matter, you will be evaluated on your active participation (as both speaker and listener) during the semester. There may also be some short assignments that you will be asked to complete either in-class or during the week as homework. I will not assign weekly grades, however, I will note absences and maintain an awareness of your role in the classroom discussion in order to develop a best judgment of your role as a participant in the class. You may ask me for feedback concerning this aspect of your grade at any time during the semester. Also note, there are no make-ups allowed for missing class. If you miss class, it will be your responsibility to find out what you missed.
Overall grading system: Each of the requirements described above will be evaluated based on the specific number of points. Your performance for any individual exam, paper, or assignment can be evaluated by computing the percent of points that you earned out of the total points available for that assignment. Your letter grade in the course will be no less than what is determined based on the total percent of points you earn across all requirements using the scale presented below.

Grading Scale (based on % of points earned)

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<tr>
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<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90 - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>B</td>
<td>83 - 86%</td>
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<tr>
<td>B-</td>
<td>80 - 82%</td>
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<tr>
<td>C+</td>
<td>77- 79%</td>
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<tr>
<td>C</td>
<td>73 - 76%</td>
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<tr>
<td>C-</td>
<td>70 - 72%</td>
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<td>D</td>
<td>65 - 69%</td>
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Carmen

Students are required to have access to a computer with an internet connection for this course. Students may be required to access course materials, discussions and communicate with other students via Carmen. I expect that you will be checking Carmen regularly for announcements or other updates throughout the semester.

Academic Policies and Procedures

Extra credit, incompletes, and extensions: I do not allow students to complete “extra-credit” assignments during or after the semester. If you want to get a good grade in the course you should strive to successfully complete the requirements listed on this syllabus during the semester. Also, under typical circumstances I do not allow students to have extensions or complete the regular coursework after the end of the semester. If at any point you believe you have a valid reason for not being able to satisfy the requirements for this course in a timely manner, contact me immediately to discuss it.

Academic Accommodations: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services (ODS) at 614-292-3307 or ods@studentlife.osu.edu to discuss your need for accommodations. The ODS is located at 150 Pomerene Hall.

Academic Misconduct

According to the University Student Code of Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf), academic misconduct is defined as, “…any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Examples include, but are not limited to:

- “Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations…”
- “Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment…”
- “Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use
and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas…”

• “Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted …” (Student Code of Conduct, p. 3)

For more examples, please read the Student Code of Conduct. As your instructor, I am committed to your success in reaching the course objectives and to your academic and professional success in general. As an employee of the University, I am required to follow university policies, particularly University Rule 3335-31-02, which requires me to report all suspected instances of academic misconduct to the University Committee on Academic Misconduct. For more information on academic integrity and related matters, please visit the Center for Academic Integrity’s Educational Resources webpage at: http://www.academicintegrity.org/educational_resources/index.php

ES EPSY 8895: Self-regulated learning
Autumn 2016 Course Schedule

A 25   Introduction
Syllabus

S 01   Basic Social Cognitive Models of SRL

S 08   Additional Models of SRL

S 15   Issues in the Assessment of SRL

S 22   Studies in the Assessment of SRL


**S 29  Fostering Students’ Engagement in SRL**


# Reading Comprehension and SRL


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# Promoting SRL in Struggling Students


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# The Roles of Motivation and Emotion in SRL


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# Social and Contextual Aspects of SRL


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# Self-Regulation as a Limited Resource


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# TBA

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# No Class – Thanksgiving

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# Class Presentations

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# Review and Wrap Up
Reading TBA – select readings from earlier in semester