Term Information

Effective Term: Autumn 2016

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Education Psychology
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8405
Course Title: Advanced Seminar in Classroom Learning and Instruction
Transcript Abbreviation: Sem Clsrm Lrn Inst
Course Description: This advanced seminar is designed to guide students through contemporary issues in classroom learning and instruction. Students will critically review classroom-based research on how students learn and how to help students learn in various subject areas and with a variety of learners, including K-16 students and adult learners.
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: No
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
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 help students maintain up-to-date knowledge in this field.

• 1. To articulate how students learn and how to help students learn

• 2. To compare, contrast, and critique on various perspectives and methodological approaches to the study of learning and instruction

• 3. To conceptualize and operationalize a research question pertaining to learning and instruction

• 4. To strengthen academic writing skills

Content Topic List

1. To articulate how students learn and how to help students learn

2. To compare, contrast, and critique on various perspectives and methodological approaches to the study of learning and instruction

3. To conceptualize and operationalize a research question pertaining to learning and instruction

4. To strengthen academic writing skills

Attachments

• ESEPSY 8405 Advance Sem Clrm Learn & Instruct Syllabus.pdf

(Syllabus. Owner: Wheaton, Joe Edward)

Comments

• Revised syllabus with grading system included. (by Wheaton, Joe Edward on 03/14/2016 01:52 PM)

• email sent 3/11/2016, revision requested (by Odum, Sarah A. on 03/11/2016 11:43 AM)

Workflow Information

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Last Updated: Wheaton, Joe Edward
03/14/2016
ESEPSY 8405 – Advanced Seminar in Classroom Learning and Instruction

Instructor: Tzu-Jung Lin
Email address: lin.1653@osu.edu
Office phone: 614-292-6124
Office: 145A Ramseyer Hall
Meetings: TBD
Office Hours: TBD, and by appointment

Overview
This advanced seminar is designed to guide students through contemporary issues in classroom learning and instruction. Students will critically review classroom-based research on how students learn and how to help students learn in various subject areas and with a variety of learners, including K-16 students and adult learners. Course readings will present various psychological perspectives and methodological approaches to the study of learning and instruction. The goal of this course is to help students maintain up-to-date knowledge in this field. Students are encouraged to take ESEPSY 7402 before taking this course.

Learning Objectives
1. To articulate how students learn and how to help students learn
2. To compare, contrast, and critique on various perspectives and methodological approaches to the study of learning and instruction
3. To conceptualize and operationalize a research question pertaining to learning and instruction
4. To strengthen academic writing skills

Evaluation Task and Grading:
Course evaluation will be based on the following activities and assignments.
Class participation …20%
Weekly comments/questions …20%
Discussion leader …20%
Peer review …10%
Final presentation and project (including research topic, abstract)...30%

Grading Scale

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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<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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Class Participation
The course is designed to maximize student-student and student-faculty discussion. Active participation of students in all class discussions and activities is required. Participation grades will be based upon attendance, evidence of active preparation (e.g., application of concepts and knowledge from assigned
readings to support discussion comments and completion of in-class activities), and contributions to class discussions (e.g., raising thoughtful questions and reflections, responding constructively and appropriately to others’ comments and questions). Students need to demonstrate that they have done all the readings and are prepared for class discussions. Students will receive two participation grades: once in the mid-semester and the other at the end of the semester. The mid-semester participation grade serves as a formative feedback for students to modify their learning behavior. A final participation grade is determined by a weighted average of the two assessments. If you miss a class due to an unforeseen circumstance, please 1) notify me as soon as possible via e-mail; and 2) provide evidence for the absence within a week. Six points per unexcused absence will be deducted from your final grade.

A = Weekly active participation, involving thoughtful comments and intellectual contributions; student demonstrates that s/he has completed all of the readings and really thought about them in advance; student pays full attention to the discussion/presentation.

B = Weekly participation, involving comments and some contributions; student demonstrates that s/he has completed some of the readings and thought about them; student sometimes fails to concentrate on the discussion/presentation.

C = Occasional participation, vague/general comments; difficult to tell if student has completed the reading; student is frequently distracted by class-irrelevant tasks.

D = Almost no participation, vague/general comments, student appears to not have done the readings.

E = complete lack of participation

Weekly Comments/questions

This weekly assignment is a good way to practice your critical reading, thinking, and writing skills. It also helps me to examine your understanding of the articles. Grades are determined by the quality of your comments/questions. Post your questions or comments about the readings on Carmen (https://carmen.osu.edu/) before our class meets. The LATEST MOMENT that you can post your comments is every Sunday at 10pm. This will give the discussion leader and me enough time to digest them before class. The discussion leader does not have to post comments on the leading week. Some guidelines are provided below:

- Post at least one comment for each reading. These questions or comments can be some concepts that you cannot understand on your own, disagreements or challenges to the author's claims, personal experience related to the theories, etc.
- Your thoughts do not have to be fully thought out, but prepare to bring up these ideas in class.
- Read your classmates' comments before class so that you can learn how others construe the readings.

Discussion Leader

A discussion leader is responsible for enhancing student participation over the course of the semester and assisting students in developing skills in communication and critical thinking. The leader will meet with me in advance to go through your discussion protocol, including how you would like to provide a synthesis of findings as an introduction, compare differences among readings, generate thought-provoking questions to stimulate the discussion, encourage students to relate their own areas of interests to the readings, and generate conclusions about the major points covered in class. Send me the final version of your discussion protocol and any related materials before class. Be sure the discussion protocol has some logical order and keeps us focused on appropriate points.
When leading a discussion, the leader will begin with a brief introduction, and then lead the discussion based on your protocol. Each class member will participate, so you can depend on your colleagues to investigate the issues of the week with you. Bring up your classmates' comments to the discussion. Your goal is to encourage everyone to contribute to the discussion rather than lecturing the course. At the end of the discussion, you will offer your final thoughts–to remind us of what we have learned.

Peer Review

Peer review is a critical element in a scholarly community. The purpose of peer review is to improve the quality of research through an argumentative discourse process. Toward the end of this course, students will be paired up and exchange their final projects for a peer review. You have one week to review your classmate’s project. Send your review back to your classmate and me by xxx.

Final Presentation and Project

The major purpose of this course is to help you develop and refine a research project in the domain of cognitive socialization. The final project is divided into several stages to facilitate students' iterative writing process. Your research topic must be related to at least one cognitive process or skill taken place in at least one specific social context. You can use your dissertation study, qualifying paper, or other individual studies to fulfill this assignment, but you need to justify how your knowledge building process is relevant to what you learn from this course. I will work with each student to determine if the research topic is too narrow or too broad for a term project. Submit your research topic with five highly relevant references on xxx.

Students will then submit a five-page double-spaced extended abstract that illustrates the purpose, questions, hypotheses, and method of the proposed study. Remember to attach a reference list to further define your theoretical framework. Send the abstract with a nearly finished reference list on xxx.

When you submit the final paper, be sure it explicitly convey the following elements: 1) objectives or purposes, 2) perspective(s) or theoretical framework, 3) methods, 4) (expected) results, 5) discussion and educational implication.

The length of the paper is limited to 15-20 pages (excluding title page, abstract, and references), and should be double spaced, in 12 size font, and conform to APA guidelines.

Each student will make a 10- to 15- minute presentation (including Q&A). This assignment is a formal oral presentation of your final project for this course. The purpose is for you to present an overview of your work and to get feedback from the instructor and your peers. This will serve as formative feedback for your final project.

Students are strongly recommended to discuss all aspects of this assignment with me and to obtain feedback prior to the presentation.

Late Policy

No late papers will be accepted. A grade of "I" will be given for medical emergencies or extreme unforeseen emergencies only.

APA citation guide

http://library.osu.edu/help/research-strategies/cite-references/apa/
http://cstw.osu.edu/writingcenter/handouts
Disability Services:
If you have a documented disability, please register with the Office for Disability Services (ODS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they can be implemented in a timely fashion. If you have any question about this process please contact ODS at (614) 292-3307.

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. 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/pdfs/csc_12-31-07.pdf).

ODS Statement
Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomeranian Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students are expected to follow Americans with Disabilities Act Guidelines for access to technology.

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 – (Example statement) 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.

Proposed Course Agenda

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<th>Topic</th>
<th>Due Dates</th>
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ESEPSY 8405 Advance Sem Clrm Learn & Instruct Syllabus.docx
1 Overview

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<td>6</td>
<td>Learning to Think Critically</td>
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### PART II – Research on Instruction

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<td>9</td>
<td>Instruction Based on Analogy</td>
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<td>10</td>
<td>Instruction Based on Self-Explanation</td>
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**Proposed Reading List**

**Learning to Read and Write**


**Learning Mathematics**


**Learning Science**


**Learning Social Studies**


**Learning History**


**Learning to Think Critically**


**Learning a Second Language**


**Instruction Based on Examples and Comparisons**


**Instruction Based on Feedback**


**Instruction Based on Analogy**


**Instruction Based on Self-Explanation**

**Instruction Based on Inquiry**


Instruction Based on Discussion


Instruction Based on Peer Interactions


Instruction Based on Tutoring


Instruction Based on Multimedia