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
8407

Course Title
Self-efficacy

Transcript Abbreviation
Self-efficacy

Course Description
This course explores the concept of collective efficacy, especially as media. The issue of self-efficacy in the social world and Bandura’s theories will also be discussed.

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
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 delve deeper into Bandura's concept of collective efficacy and the issue of self-efficacy in the social world.

Content Topic List

- 1. Skinner and Operant Learning
- 2. Self-efficacy as a Concept
- 3. Collective Efficacy
- 4. Cognition and Self-efficacy
- 5. The Role of Self-efficacy in Society

Attachments

- ESEPSY 8407 Self-efficacy syllabus.docx
  (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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Last Updated: Wheaton, Joe Edward 04/04/2016
The Ohio State University
College of Education and Human Ecology
Department of Educational Studies
ESEPSY 8407 Autumn 2016

Preparer name (OAA requests preparer information)
Michael Glassman, glassman.13@osu.edu, 614-292-5622, 159 Ramseyer Hall

Self-efficacy, 3 Credit Hours, Graduate Level

Course Objectives/Learning Outcomes
Welcome all the advanced seminar of self-efficacy. The readings are listed below. There is only one I Everything else is readily available on Amazon. The syllabus is meant to be flexible – because I want to be able to spend time on issues we are particularly interested in and veer off in new directions when it seems worthwhile. I am particularly interested in the concept of collective efficacy and I am thinking it will be a big part of the class. Reading Bandura’s later works he seemed particularly interested in the concept of collective efficacy, especially as media and especially the Internet is developing. He never really had the opportunity to really go deeply into it as he did with other adjunct part of his theory (e.g. self-regulation and moral disengagement). We will also be taking some time with the issue of self-efficacy in the social world. This also seemed to fascinate Bandura but was not as much explored as it could have been. At this point I am not envisioning us spending much time with teacher self-efficacy, except as in relation to collective efficacy, or on self-regulation which is another course I hope you take. However, as I said, the course is open to change.

Required Text(s) and Course Materials
Include titles, authors, and publication dates in standardized format. For graduate courses, consider a review of the literature; a list of references that form the foundation of the course.

Grading Plan/Grading Rubric

Grading: My grading is a little different from other courses you have taken. For those of you who don’t know I have been deeply influenced by the writings of John Dewey, and I also do a lot of work with trying to integrate the Internet into everyday education. I will be following a responsibility model rather than an accountability model. In other words all members of the classroom community start out equal with an A, which I define as being a responsible and contributory member of our class going forward. You do not have to prove anything to me, you have to take your responsibility for creating an active and open learning environment. Therefore I do not use a 1-100 scale for determining letter grades, which can be mechanistic, individualized, and focus on individual accomplishment and differentiation, which often works at cross purposes to the type educational experience I am looking to create in this class. Instead you will be graded on community responsibilities (attendance and participation) and you will lose credit when you lag in these responsibilities.

I am very strict with attendance because in this model you have to make a commitment to the learning community in order for it to work. You get one free absence, but for every absence that
follows you will lose half a grade – from A to A- to B+ etc. If there is something that really, truly and one hundred percent that intervenes in your life we might be able to negotiate. But please keep your one absence for emergencies (of course there is the danger that nobody shows up the last week because you all saved the absence). We will also be engaged in a community project.

There will also be a community blog you will be expected to contribute to weekly. I will discuss this more in class, but your primary task is to make one blog post, one comment and one link each week. You must do this each week and there are no exceptions. If you miss a week you will have to make it up and you will lose points off of your grade. So you are going to have to be really responsible and careful to remember that you must post by the night before class. The goal of the blog is to get a real discussion going and last minute posts usually don’t help the discussion and are rushed. Consequently, not submitting a post by the night before class will result in a one-half grade deduction (e.g., from an A to an A-). If the post is not added within one day of the class, the grade will be reduced by one full grade (from an A to a B, for example).

Starting week VIII I would like to start working on development of a collective efficacy tool. This may be successful and it may not – but I would like the class to go through the process of developing a theory based survey, from theory based item development so collection of pilot data. Much of this will be done asynchronously (out of class) using Internet communications (probably a blog). These types of collective projects often have a hard time but I’d like to give it a try. This project will not be graded as it is an ongoing pedagogical experiment. If I feel you are not participating/contributing to the class or the project I will discuss the situation with you and we will discuss what that might mean for your grade.

I look forward to working with you all.
Topical Outline –

**Week I** The beginnings, William James Perception of Time

http://www.jstor.org/stable/25668117?seq=1#page_scan_tab_contents

John Dewey Reflex Arc concept


**Weeks II & III** Skinner and operant learning


**Week IV – VII** Self-efficacy as a concept


**Week XIII – IX** Collective Efficacy


Week X-XI Cognition and self-efficacy


Week XII-XIII The role of self-efficacy in society


Weeks XIV-XV


Student Rights and Responsibilities

**Academic Integrity (Academic Misconduct)** -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](#))

**Office of Disability Services Statement** – 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 at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**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.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences**  -- This course is only taught on campus.