### Term Information

<table>
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<tr>
<th>Effective Term</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Value</td>
<td>Summer 2013</td>
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### Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Change course title

**What is the rationale for the proposed change(s)?**

The new title better represents the changing nature of education psychology to better address the needs of the students. The title is also more descriptive of the content.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

### 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**: 7401
- **Course Title**: Controversies, Myths and Dilemmas in Education
- **Previous Value**: Psychological Perspectives on Teaching
- **Transcript Abbreviation**: Contrvys & Myths
- **Previous Value**: Psy Persp on Teach

**Course Description**

This course examines psychological theory and research on classroom learning and teaching and educational policy, and considers the implications of this research for teaching practice. We will examine the research evidence behind school- and classroom-level practices, particularly focusing on issues on which opinion is sometimes sharply divided.

**Previous Value**

Psychological research (including quantitative and qualitative studies) on teaching; teacher characteristics, knowledge and beliefs; learning to teach; and the role of educational psychology in teacher education.

**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, Lima

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions    Not open to students with credit for EduPL 803.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code    42.2806
Subsidy Level       Doctoral Course
Intended Rank       Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• Explore role of educational psychology in teacher preparation; Study a range of research methods and models; Develop and expand personal understandings about teaching; Synthesize psychological research on one aspect of teaching and teacher.

Content Topic List
• Examine the research base behind many common educational practices and dilemmas, particularly but not limited to, those related to P – 12 schooling.
• Develop, challenge, and expand personal understandings of learning and teaching
• Synthesize the research on one aspect of teaching, learning or policy

Previous Value
• History of Research on Teaching
• Methods for Studying Teaching
• Research on Management and Methods
• Teacher Cognition and Decision Making
• Learning to Teach

Attachments
• ESEPSY 7401 Syllabus.docx
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments
## Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Wheaton, Joe Edward</td>
<td>03/07/2016 02:32 PM</td>
<td>Submitted for Approval</td>
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<td>Removed</td>
<td>Zabloudil, Deborah A</td>
<td>04/18/2016 10:09 AM</td>
<td>Ad-Hoc Approval</td>
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<td>Odum, Sarah A.</td>
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Overview of Course
This course examines psychological theory and research on classroom learning and teaching and educational policy, and considers the implications of this research for teaching practice. We will examine the research evidence behind school- and classroom-level practices, particularly focusing on issues on which opinion is sometimes sharply divided.

The format for the class will be a seminar, with open discussions and critique of assigned readings. **High levels of participation and preparedness on the part of all students are required.** Classes will proceed on the assumption that all students are familiar with the readings for the day. This means that you **must complete the assigned reading before class.**

Objectives: Students will
- Examine the research base behind many common educational practices and dilemmas, particularly but not limited to, those related to P – 12 schooling.
- Develop, challenge, and expand personal understandings of learning and teaching
- Synthesize the research on one aspect of teaching, learning or policy

Required Texts:

Other readings and resources will be available as full-text online or will be provided on the course’s Carmen website.

Requirements
1. Presentation/Lead Discussion (20%). Each week, we will discuss two or three topics. **Each student will sign up to lead the discussion on one topic during the semester.** You should prepare a short presentation and facilitate, perhaps including an activity, video clip or other resources to promote active engagement. You will need to complete additional background reading, beyond the assigned pages, on the topic.

2. Responses to Class Discussions (4 x 10% = 40%). In addition to your own presentation, you will need to provide a written response to four of your classmates’ presentations, of your choosing. Specific expectations for written
responses will be provided separately. You are not required to complete additional reading for this assignment.

3. Final Paper (30%). Choose a topic from the syllabus and prepare a “position paper” that you could submit to a school system that is considering a related policy. You will need to complete additional reading, beyond those provided and including peer reviewed journal articles, to support your paper. Further details of the requirements for this paper will be provided.

4. Participation (10% of final grade). **Active participation is a very important part of this class.** Your participation grade will be based upon class attendance, preparation and discussion. The following criteria provide a guide to characteristics of high quality participation:

- Active, enthusiastic participation in class discussions and activities
- Demonstrating your understanding of class readings by using appropriate concepts, theories and/or research to help explain or justify comments
- Asking thoughtful questions
- Responding to other students’ comments in a responsible and constructive manner

**Policy on late assignments**

As a general rule, late papers will not be accepted. If you believe that your circumstances are exceptional and you wish to negotiate for extra time to complete your final paper, you must discuss this with me before the due date. Please note that having work to complete for other courses or being busy do not constitute exceptional circumstances.

**Grading**

I do not grade “on a curve”. Final papers will be assigned a letter grade, which converts to percentage points according to the OSU guidelines. Each student’s final course grade will represent the accumulation of points over the semester.

Because Incomplete grades interfere with your work and mine in the following semesters, I will not give Incomplete grades except under extraordinary circumstances. Please plan ahead to complete all requirements on time. I do not give extra credit assignments.

**Policy on Cheating and Plagiarism**

Plagiarism is a serious form of intellectual theft and academic dishonesty. Acts of academic dishonesty and plagiarism are in violation with the university’s code of student conduct and with American Psychological Association ethical guidelines. I do not anticipate problems with plagiarism in a course of this nature but any incidents that might occur will be dealt with very seriously. *If you are unsure about how to support your writing and provide appropriate citations to prior work, please ask!*

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://studentlife.osu.edu/csc/).

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me 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 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/.

**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, 3034 Ohio Union.” As graduate students in the Department of Educational Studies, you also can discuss concerns with Deb Zabloudil, in the Office of Student Services.

**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.

**OUTLINE OF COURSE AND READINGS**

The following provides a guide for the topics to be covered in class and is subject to change. The assigned readings are to be completed before each class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Tasks</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Introduction</td>
<td>Bruyckere et al., Ch. 1.</td>
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<tr>
<td>9/1</td>
<td>Myths about Learning</td>
<td>Bruyckere et al., Ch. 2. pp. 17 – 57</td>
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</table>
The role of knowledge
Discovery and problem-based education

48, 50-56.


9/8

Myths about Learning (continued)

Gender differences in learning mathematics

Bruyckere et al., Ch 2. pp. 58 – end


9/15

Emotional intelligence


9/22

Neuromyths

Multitasking
Left brain vs right brain
Training your brain

Bruyckere et al., Ch 3. pp. 93 – 107

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<tr>
<td>9/29</td>
<td>Neuromyths (continued)</td>
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<tr>
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<td>Male vs female brains</td>
<td>Brillckere et al., Ch. 3, pp. 108 - end</td>
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<td>10/6</td>
<td>Myths about technology in education</td>
<td>Brillckere et al., Ch. 4, pp. 127 - 144</td>
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<td>Technology and educational revolution</td>
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<td></td>
<td>Digital natives and the classroom</td>
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<td>10/13</td>
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<tr>
<td>10/20</td>
<td>Myths about technology (continued)</td>
<td>Brillckere et al., Ch. 4, pp. 145 - end</td>
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<td>The internet makes us dumber/children don’t read any more</td>
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<td>Games and violence</td>
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| 11/24 | **Happy Thanksgiving** |

| 12/1 | Conclusions – Myth Persistence and Myth Busting | Bruyckere et al., Ch. 6. |

**Final paper due 12/9/16 by 4:00 pm**