



Educational Psychology

The Educational Psychology program at The Ohio State University provides opportunities to study how students learn across various social contexts. Special areas of emphasis include academic motivation, self-regulation, and cognitive development.

What is Educational Psychology?

Educational psychologists live, as Robert Glaser (1973) said over 40 years ago, with one foot in the laboratory and one foot in the classroom. They do basic research on reasoning, comprehension, and expertise, for example, and apply their findings to improve schooling. Contemporary educational psychology is the study of underlying cognitive and affective mechanisms of learning, development, motivation, and instruction. Educational Psychologists work in colleges, universities, research centers, private foundations, hospitals, school districts, state and national government agencies, and private corporations-wherever people learn, teach, and develop. Educational Psychology is Division 15 of the American Psychological Association.

Who Should Apply?

The Department of Educational Studies provides the opportunity to study educational psychology within an interdisciplinary setting. Our students come from a variety of scholarly and professional backgrounds, including either psychology, education or a related field. Students in our program generally are interested in conducting research on questions related to teaching, learning and motivation, using a range of research methods and approaches. A unique feature of our program is our close relationship with the program in Philosophy of Education. Programs combining the study of psychology and philosophy may be designed on an individual basis. Recent graduates are

working in colleges and universities across the United States and abroad, as well as in national and state government, businesses, research centers, private foundations and school districts.

Areas of Specialization

In consultation with their advisors, students complete their major courses according to their professional and research interests.

Specialties include:

- Motivation and Self-Regulation
- Interpersonal and Affective Contexts of Education
- Learning and Cognition

Core Areas of Study: Doctoral Programs

- Human Development
- Learning, Cognition, and Instruction
- Achievement Motivation and Self-Regulation
- Research Design and Methodology

Sample Courses in Educational Psychology

- **ESEPSY 5401** Adolescent Learning and Development in School Contexts
- **ESEPSY 7401** Psychological Perspectives on Teaching
- **ESEPSY 7402** Cognition, Learning and Instruction
- **ESEPSY 7403** Motivation in Learning and Teaching
- **ESEPSY 8402** Classroom Research on Student Motivation

DEAN

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COLLEGE POPULATION

Students	
Graduate	1,061
Undergraduate	4,446
Faculty (including regional campuses)	156
Staff (including research centers)	594

DIVERSITY

Students of color	20.1%
Minority faculty	21.2%
Minority staff	20.4%

DEPARTMENTS

Educational Studies
Human Sciences
Teaching and Learning

RESEARCH AND OUTREACH

CETE
Center for Inclusion, Diversity and Academic Success
Crane Center for Early Childhood Research and Policy
Walter E. Dennis Learning Center
Metro Early College High School
Ohio Resource Center
Schoenbaum Family Center at Weinland Park

Doctoral (PhD) Curriculum: comprises a minimum of 50 semester hours beyond the Master's degree and is subject to all the rules of The Ohio State University Graduate School. Most programs can be completed in three to four years of full-time study, but part-time study is permitted, as long as residency requirements are met. The requirements include the following:

- Two departmental core courses for all doctoral students—6 semester hours
- Research Requirement—minimum of 9 semester hours
- Educational Psychology Specialization Requirements—18 semester hours
- Educational Psychology Specialization Electives—minimum of 12 semester hours
- Research apprenticeship—minimum of 9 semester hours
- Pre-candidacy Residency—two consecutive semesters (or one consecutive semester and summer term) completed with full-time enrollment
- Post-candidacy Residency—a minimum of 6 graduate semester hours over a period of at least two semesters after admission to candidacy. Students must remain continuously enrolled post candidacy (excluding summer).

MA Curriculum: All students admitted to the MA program in Educational Psychology can choose one of two exam options:

Thesis Option: minimum of 33 semester hours

Non-thesis Option: minimum of 30 semester hours

- Foundations Requirement—minimum 3 semester hours
- Multicultural and Human Diversity Requirement—minimum 3 semester hours
- Research Requirement—minimum 3 semester hours
- Educational Psychology Specialization Requirement—9 semester hours
- Educational Psychology Specialization Electives—minimum 12 semester hours
- Thesis Research—minimum 3 semester hours

Contact: Educational Studies
College of Education and Human Ecology
The Ohio State University
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EdStudies@osu.edu

<http://ehe.osu.edu/educational-studies/educational-psychology/>

Faculty

ERIC M. ANDERMAN, Ph.D. (University of Michigan). Chair and Professor. **Interests:** Academic motivation in adolescence; motivation to avoid engaging in risky behaviors; academic cheating.

LYNLEY H. ANDERMAN Ph.D. (University of Michigan). Professor. **Interests:** Student motivation in classrooms; effective instructional and social-relational educational contexts; educational psychology in teacher education.

MICHAEL GLASSMAN, Ph.D. (The Graduate School of The City University of New York). Associate Professor. **Interests:** The role of the democratic classroom in the education process and the importance of maintaining a process-oriented curriculum; democratic community and decision making; child development and early childhood education.

TZU-JUNG LIN, Ph.D. (University of Illinois at Urbana-Champaign). Assistant Professor. **Interests:** Cognitive and social dynamics of classroom learning, particularly how thinking and reasoning develop through peer interaction and teacher-student interaction; peer relationships and peer groups in educational contexts; learning to read and metalinguistic development.

TRACEY STUCKEY—MICKELL, Ed.D. (Northern Illinois University). Lecturer. **Interests:** Interactive learning technologies, theory-based learning & instructional strategies, and learning/academic achievement in youth traditionally labeled as at-risk. Areas of practical focus: Psychology applied to teaching/learning, online learning, technology and learner engagement, instructional design (specifically learner characteristics and instructional methods), and research methods with special interest in mixed-methods approaches.

CHRISTOPHER A. WOLTERS, Ph.D. (University of Michigan). Professor and Director of the Walter E. Dennis Learning Center. **Interests:** Motivation and self-regulated learning, especially during adolescence; influences on motivation and cognition including instruction, development, and individual differences.

SHIRLEY L. YU, Ph.D. (University of Michigan). Associate Professor. **Interests:** Self-regulated learning and motivation, particularly among women and ethnic minority students in science, technology, engineering, and mathematics (STEM).

Affiliated Faculty

KUI XIE, Ph.D. (University of Oklahoma). Associate Professor. **Interests:** Motivation and self-regulation in digital learning, computer-supported collaborative learning, data analytics and artificial intelligence in education, instructional design and development, and technology integration in education.