



STUDIES IN EDUCATIONAL PSYCHOLOGY AND PHILOSOPHY AT THE OHIO STATE UNIVERSITY

The School of Educational Policy and Leadership, one of the six academic units in the *College of Education and Human Ecology at The Ohio State University*, provides opportunities to study educational psychology, teacher education policy and leadership, or educational philosophy within an inter-disciplinary setting. Recent graduates are working in colleges and universities in the United States and abroad (Vanderbilt, Illinois, Michigan, Penn State, UNC Charlotte, Cleveland State, Ohio and Ohio State, Bridgeport, Ohio Dominican, Notre Dame, Otterbein College, College of William and Mary, Ankara and Istanbul in Turkey) as well as in national and state government, businesses, research centers, private foundations, and school districts.

DEGREES

Master of Arts
Doctor of Philosophy

AREAS OF STUDY

Educational Psychology

Self-Regulation and Motivation
Affective and Social Contexts of Education

Teacher Education Policy and Leadership

Teacher Knowledge and Beliefs: Joint teacher education and educational psychology

Philosophical Studies in Education

Philosophy and Psychology: Joint philosophy and educational psychology

US NEWS AND WORLD REPORT

AMERICA'S BEST GRADUATE SCHOOLS 2008

TOP 20 RANKINGS

The Ohio State College of Education & Human Ecology and

Educational Psychology are ranked in the

Top 17 in the United States.

Educational Psychology

ERIC M. ANDERMAN

(Ph.D., University of Michigan, Educational Psychology)

Interests: Academic motivation in adolescence; motivation to avoid engaging in risky behaviors.

LYNLEY H. ANDERMAN

(Ph.D., University of Michigan, Educational Psychology)

Interests: Student motivation in classrooms; effective instructional and social-relational educational contexts.

HEATHER A. DAVIS

(Ph.D., University of Georgia, Educational Psychology)

Interests: Student-teacher relationships in motivation and learning; emotion regulation and co-regulation in the classroom.

<http://www.coe.ohio-state.edu/hdavis/>

BRUCE W. TUCKMAN

Director of the Walter Dennis Learning Center

(Ph.D., Princeton University, Psychology)

Interests: Motivation and self-regulation; studying and achievement; group processes in education; procrastination.

<http://dennislearningcenter.osu.edu/all-tour/director.asp>

ANITA WOOLFOLK HOY

(Ph.D., University of Texas, Educational Psychology)

Interests: Educational psychology in teacher education; teacher knowledge and beliefs; teacher and student sense of efficacy.

<http://www.coe.ohio-state.edu/ahoy/>

Teacher Education Policy and Leadership

ROBERT R. HITE

(Ph.D., The Ohio State University, Teacher Education)

Interests: Teacher education; professor clarity and extension of student thinking; pedagogy.

http://ehe.osu.edu/edpl/faculty/robert_hite.htm

Philosophical Studies

PHILIP L. SMITH

(Ph.D., The University of Michigan, Educational Philosophy)

Interests: Philosophy of education, ethics, and the history of ideas.

http://ehe.osu.edu/edpl/faculty/philip_smith.htm

BRYAN R. WARNICK

(Ph.D., University of Illinois, Educational Philosophy)

Interests: Philosophy of education; ethics; educational technology; American educational thought; imitation studies.

http://ehe.osu.edu/edpl/faculty/bryan_warnick.htm

Affiliated Faculty

JERRY D'AGOSTINO

(Ph.D., University of Chicago, Educational Psychology)

Interests: Applied measurement and test validity; evaluation of programs for at-risk students.

AYRES G. D'COSTA

(Ph.D., Ohio University, Educational Research)

Interests: Professional competency test development; spatial visualization.

LUCIA FLEVARES

(Ph.D., University of Illinois, Educational Psychology)

Interests: Teaching and learning elementary mathematics.

DORINDA J. GALLANT

(Ph.D., University of S. Carolina, Educational Psychology)

Interests: Measurement; cultural diversity in testing; hierarchical linear modeling.

BELINDA GIMBERT

(Ph.D., Pennsylvania State University)

Interests: Teacher leadership and professional development, school-university partnerships.

CHARLES HANCOCK

(Ph.D., The Ohio State University, Teacher Education)

Interests: Second language testing; foreign language pedagogy; teacher education.

LAURICE JOSEPH

(Ph.D., The Ohio State University, School Psychology)

Interests: Phonics with children with disabilities; functional academic analysis.

BRUCE KIMBALL

(Ed.D., Harvard University, Education History and Theory)

Interests: Pragmatism; the history of liberal and professional education; case method teaching.

RICHARD LOMAX

(Ph.D., University of Pittsburgh, Educational Psychology)

Interests: Structural equation modeling; multivariate analysis; models of literacy acquisition

ANTOINETTE MIRANDA

(Ph.D., University of Cincinnati, School Psychology)

Interests: Racial identity; urban education; consultation.

ANN O'CONNELL

(Ed.D., Teachers College, Educational Psychology)

Interests: Multilevel modeling; logistic and ordinal regression; applications to the health professions.

VLADIMIR SLOUTSKY

(Ph.D., USSR Academy of Sciences, Psychology)

Interests: Culture and cognition; reasoning; belief systems in childhood.

IAN WILKINSON

(Ph.D., University of Illinois, Educational Psychology)

Interests: group/classroom contexts for literacy; discourse in learning; reading comprehension; multi-level analysis.

Other Participating School Faculty:

Ann Allen, Leonard L. Baird, Suzanne K. Damarin, T. K. Daniel, Ada Demb, Antoinette Errante, Beverly Gordon, Ted Hall, Wayne K. Hoy, Patricia Lather, Robert F. Lawson, Douglas Macbeth, Helen M. Marks, Jan Nesper, Scott R. Sweetland, Tatiana Suspitsyna, William Taylor, Richard Voithofer, Michele Welkener

Sample Faculty Publications

- Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of Educational Psychology, 94*, 795-809.
- Anderman, E. M., & Midgley, C. (2004). Changes in self-reported academic cheating across the transition from middle school to high school. *Contemporary Educational Psychology, 29*, 499-5.
- Anderman, L. H. (2003). Academic and social perceptions as predictors of change in middle school students' sense of school belonging. *Journal of Experimental Education, 72*, 5-22.
- Anderman, L. H., & Freeman, T. (2004). Students' sense of belonging in school. In M. L. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement (Vol. 13). Motivating students, improving schools: The legacy of Carol Midgley* (pp. 27-63). Oxford, UK: Elsevier.
- Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist, 38*, 207-234.
- Davis, H. A. (2006). Exploring the contexts of relationship quality between middle school students and teachers. *The Elementary School Journal. Special Issue: Interpersonal Contexts of Motivation and Learning, 106*, 193 - 223.
- Hite, R. (2007). Book review of *Innovations in teacher education* by Clive Beck and Clare Kosnik. *Teaching and Teacher Education, 23*, 761-764.
- Kimball, B. (2006). The proliferation of case method teaching, 1890-1915," *History of Education Quarterly* 46, 190-244
- Smith, P. (2003). Go reconfigure: Ideas about education in the Digital Age. In M. Vilanova & F. Chorda (Eds.), *A mind at work* (pp. 76-84). Synchron Publishers, Heideberg, Germany.
- Tuckman, B., Arby, D., & Smith, D. (2008). *Learning and motivation strategies: Your guide to success* (2nd ed.) Upper Saddle River, NJ: Prentice Hall.
- Tuckman, B. (2005). Relations of academic procrastination, rationalizations, and performance in a web course with deadlines. *Psychological Reports, 96*, 1015-1021.
- Warnick, B. R. (2007). *Ethics and education* forty years later. *Educational Theory, 57* (1), 53-74
- Warnick, B. R. (in press). *Learning from the lives of others: Exemplarity and imitation in philosophy and education*. Albany, New NY: SUNY Press.
- Woolfolk, A. (2007). *Educational psychology. (10th ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk Hoy, A., Davis, H., & Pape, S. (2006). Teachers' knowledge, beliefs, and thinking. In P. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2nd ed, pp. 715-737.). Mahwah, NJ: Lawrence Erlbaum.
- Woolfolk Hoy, A., & Burke-Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A Comparison of four measures. *Teaching and Teacher Education, 21*, 343-356

Recent Student Publications and Presentations

- Andrzejewski, C. E. (2007, June). *Toward a holistic model of dance teacher education*. Poster session presented at the annual conference of the National Dance Education Organization, Mobile, AL.
- Andrzejewski, C. E. & Davis, H. A. (in press). Human contact in the classroom: exploring how teachers talk about and negotiate touching students. *Teaching and Teacher Education*.
- Benton-Borgi, H., & Kurz, N. (October, 2004). *Assessing the effect of learning using 21st century technologies on candidates' learning*. Presented at The Ohio Consortium of Teacher Education Organizations, Columbus, OH.
- Chang, M. L. & Durr, A. (2006, June). *"Have you seen my teacher?" An exploration on teacher burnout from global perspective*. Paper presented at Diversity Forum and Graduate Student Symposium of College of Education, The Ohio State University.
- Knoblauch, D., & Woolfolk Hoy, A. (in press). The effects of school setting and cooperating teachers' efficacy beliefs on student teachers' sense of efficacy. *Teaching and Teacher Education*
- Long, J. F., & Woolfolk Hoy, A. (2006) Interested instructors: A composite portrait of individual differences and effectiveness. *Teaching and Teacher Education, 22*, 303-314.
- Kurz, N., Woolfolk Hoy, A., & Hoy, W. K. (2007, April). *Predictors of academic optimism: Teachers' instructional beliefs and professional commitment*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Newberry, M. (2006, July). *Teachers' understandings of connectivity in an elementary classroom*. Paper presented at the 4th International Biennial Conference on Self-concept Enhancement and Learning Facilitation Conference (SELF), Ann Arbor, MI.
- Poirier, R. R., Colarusso, B., Bischoff, A., & Robertson, E. (in press). Exploring adolescent development through the use of popular non-fiction novels. *Teaching and Teacher Education*.
- Poirier, R. R. (2007, January) *Tracking the discourse: Hearing the voices, the silences, and the chatter of scientific research in education*. Presented at 20th Annual Conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Poirier, R. & Bischoff, A. (2006, July). *Socioeconomic status and self: An exploratory cross case comparison*. 4th International Biennial Conference on Self-concept Enhancement and Learning Facilitation Conference (SELF), Ann Arbor, MI.
- Straub, E. (2006). Review: The flickering mind: the false promise of technology and how learning can be saved. *Journal of Teaching and Teacher Education (22)*, 2, p. 258-262.
- Straub, E. (2006, July) *Students' perceptions of connectivity in distance education*. Symposia on Teacher Identity presented at the 4th International Biennial Conference on Self-concept Enhancement and Learning Facilitation Conference (SELF), Ann Arbor, MI.
- Straub, E. (2004, March). *Empathy as tacit knowledge: Implications for instructional technology educators*. Paper presented at Society for Integration of Technology in Teacher Education conference, Atlanta, GA

MASTER'S PROGRAMS OF STUDY

The [Master's program](#) requires a minimum of 45 quarter hours for students completing a thesis or 50 hours for those not completing a thesis. Most programs can be completed in one to two years of full-time study, but part-time study is permitted, as long as residency and time to degree requirements are met.

Requirements

The following must be included in the program of study:

- (1) [Foundations of Education Requirement](#): A minimum of 6 hours of graduate credit must be concerned with philosophical, historical, sociological, anthropological, or psychological foundations are required.
- (2) [Multicultural Education Requirement](#): A minimum of 3 hours of graduate credit must relate to multicultural education.
- (3) Research Requirement:
Non-thesis option: At least one course in research.
Thesis option: A minimum of 6 graduate hours in courses related to educational research design and data analysis.

Areas of Specialization

Educational Psychology:

Self-Regulation and Motivation;
Affective and Social Contexts of Education

Professional Development for Teachers

Teacher Knowledge and Beliefs: Joint teacher education and educational psychology

Philosophical Studies in Education

Education Philosophy and Psychology: Joint philosophy and educational psychology

DOCTORAL PROGRAMS OF STUDY

The doctoral program requires a minimum of 90 quarter 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.

Specific program requirements must be developed and approved in cooperation with the student's adviser and the Advisory Committee. The Advisory Committee is composed of at least three Graduate Faculty members (status P or Status M with the permission of the Graduate Studies Committee) in addition to the student's adviser.

School Requirements

The following [requirements](#) must be included in the program of study:

- (1) [Foundations of Education Requirement](#): A minimum of 6 hours of graduate credit must be concerned with philosophical, historical, sociological, anthropological, or psychological foundations are required.
- (2) [Multicultural Education Requirement](#): A minimum of 3 hours of graduate credit must relate to multicultural education.
- (3) **Research Requirement**: A minimum of 12 graduate credit hours beyond the Master's degree.
- (4) **Major and Cognate**: Credit hour requirements for the major emphasis and cognate areas of study as determined by the advisor and student
- (5) **Residency Requirements**
 - A minimum of 45 graduate credit hours must be completed at this University.
 - A minimum of three out of four consecutive quarters with an enrollment of at least 10 graduate credit hours per quarter must be completed while in residence at this University.
 - A minimum of 20 graduate credit hours over a period of at least two quarter must be complete after admission to candidacy.

(6) **Candidacy Examination** : Successful completion of both the written and oral examinations.

(7) **Dissertation**: Successful completion of both the written dissertation and oral dissertation defense.

Educational Psychology and Philosophy Core Course Requirements

All doctoral students in Educational Psychology, Teacher Education Policy and Leadership, or Philosophical Studies in Education three core courses:

- Theory and Research in Educational Psychology
- Philosophy of Education
- Inquiry in Teacher Education.

Beyond this core, we expect our students, regardless of their main emphasis, to have additional work in educational psychology, teacher education, and philosophy.

A Few Example Courses

- EDU P&L 650.01 Philosophy of Education
- EDU P&L 670: Adolescent Learning and Development
- EDU P&L 756: Professional Development of Teachers
- EDU P&L 803: Psychological Perspectives on Teaching and Teacher Education
- EDU P&L 828: Ethical Problems in Education
- EDU P&L 851: College Teaching
- EDU P&L 880: Cognition & Instruction
- EDU P&L 901: Motivation in Learning and Teaching
- ED P&L 811: Sources of Progressive Thought in American Education
- ED P&L 902: Educational Philosophy of John Dewey
- EDU P&L 924: Pedagogy in Teacher Education
- EDU P&L 925: Emotional Processes in Education
- EDU P&L 925: Classroom Research
- EDU P&L 925: Teacher Knowledge and Beliefs
- EDU P&L 925: The Philosophies of Dewey and James
- EDU P&L 925: Philosophical Issues in Educational Research
- EDU P&L 925: Structural Equation Modeling
- EDU P&L 928: Inquiry in Teacher Education
- EDU P&L 981: Multivariate Statistics
- EDU P&L 800: Qualitative Research
- EDU P&L 966: Qualitative Research: Fieldwork

MAJOR IN EDUCATIONAL PSYCHOLOGY

What is Educational Psychology?

Educational psychologists live, as Robert Glaser (1973) said over 30 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—where ever people learn, teach, and develop. [Educational Psychology](#) is Division (15) of the [American Psychological Association](#).

Core Areas of Study: Doctoral Programs

Students are expected to demonstrate basic knowledge in the core areas in Educational Psychology listed below. General examinations will be given over each of these areas and students will ordinarily take courses from each area.

- (1) Human Development
- (2) Learning, Cognition, and Instruction
- (3) Statistics, Research Design, and Measurement

Areas of Specialization

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

Self-Regulation and Motivation

Affective and Social Contexts of Education

Teacher Knowledge and Beliefs: Joint teacher education and educational psychology

Philosophy and Psychology: Joint philosophy and educational psychology

Research Requirements

- (1) Introductory course: "Philosophical Issues in Educational Research."
- (2) At least a 3-course sequence in quantitative methods
- (3) At least 1 (preferably more) in qualitative methods
- (4) The above must include at least 4 courses in the methodology of the dissertation research.

MAJOR IN TEACHER EDUCATION POLICY AND LEADERSHIP

What is Teacher Education Policy and Leadership?

This program is for individuals whose major focus is the general field of teacher education and not a particular curriculum area or emphasis. Applicants who chose Teacher Education Policy and Leadership as a major may still include minor study in particular curriculum areas or emphases, but their main interest is the general field of teacher education policies and in leadership positions. These individual would be prepared for careers as directors of teacher education or field experiences at colleges or universities, researchers who study teacher education programs and strategies, or directors in state or national agencies concerned with teacher preparation and development. The [Association of Teacher Educators](#) has information on its website about this field.

Core Areas of Study: Doctoral Program

Students are expected to demonstrate basic knowledge in the core areas of Teacher Education Policy and Leadership listed below. Students ordinarily will take courses from each area.

- (1) The Development of Teachers and Learning to Teach
- (2) Program Design and Pedagogies for Teacher Education
- (3) Equity and Diversity
- (4) Assessment and Evaluation
- (5) Instructional Theory and Adult Learning
- (6) Educational Foundations and Policy Studies in Teacher Education

Areas of Specialization

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

Teacher Education Policy and Leadership

Teacher Knowledge and Beliefs: Joint teacher education and educational psychology

Research Requirements

- (1) Introductory course: "Philosophical Issues in Educational Research."
- (2) At least a 3-course sequence in quantitative methods
- (3) At least 1 (preferably more) in qualitative methods
- (4) The above must include at least 4 courses in the methodology of the dissertation research.

MAJOR IN PHILOSOPHICAL STUDIES IN EDUCATION

What is Philosophical Studies in Education?

Philosophy of education is concerned with the interpretation, criticism, and imaginative construction of educational arguments. Philosophers of education often ask what it means to be an educated person and what the goal of schools should be in a just society. The questions of philosophy of education are often issues of meaning and human values that are not fully answerable through scientific methods. Common questions in philosophy of education concern the nature of knowledge, mind, culture, learning, justice, and democracy as these topics relate to education and human development. The methods of philosophy involve the interpretative strategies often associated with humanistic inquiry: close reading of texts, logical and ethical analysis, and historical contextualization. More generally, philosophers of education make connections among different ideas circulating in the past and present intellectual worlds. People who enjoy reading books, debating ideas, and formulating compelling visions of new educational possibilities generally do well in a philosophy of education program. Scholars trained in philosophy of education pursue careers in higher education, policy agencies, and public and private educational systems.

There are many organizations for individuals interested in Philosophical Studies in Education, including the [Philosophy of Education Society](#).

Core Areas of Study: Doctoral Program

1. The roots of educational ideas and traditions.
2. The ethics of educational policy and practice.
3. The nature of mind, knowledge, and learning as they relate to education and human development.

Areas of Specialization

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

Philosophical Studies in Education

Philosophy and Psychology: Joint philosophy and educational psychology

Research Requirements

- (1) Introductory course: "Philosophical Issues in Educational Research."
- (2) 3-4 course sequence in philosophical and historical methods
- (3) The above must include at least 4 courses in the methodology of the dissertation research

THE COLLEGE OF EDUCATION AND HUMAN ECOLOGY

As one new college at The Ohio State University, we are inspiring innovation in learning and living. We have a new vision that builds on our rich traditions of excellence. This dynamic evolution will foster an even stronger college, with expanded opportunities for our students, faculty and graduates. Our diverse academic areas will spark research and outreach that will bring new possibilities to learners, consumers and communities.

All together we serve close to 5,000 students. Our 176 faculty members and 300 staff members are tackling some of society's toughest issues. We research challenges to quality living and learning, and then produce solutions we can share with the world.

Each year we graduate 1,400 students from our bachelor's, master's and doctoral degree programs in six academic units: Consumer Sciences, Educational Policy and Leadership, Human Development and Family Science, Human Nutrition, Physical Activity and Educational Services, and Teaching and Learning.

Since our first graduating classes at the turn of the 20th century, our alumni traditionally have gone on to lead their fields. Today, as graduates of the new College of Education and Human Ecology, they have even more opportunities to solve the complex problems facing youth, families, communities, and consumers in a changing world.

With the trust of our many supporters, our combined experience of more than 200 years yields one of the finest academic units specializing in education and human ecology.

The School of Educational Policy and Leadership offers graduate degrees through three sections: Educational Administration and Higher Education; Quantitative Research, Evaluation and Measurement; and Social and Cultural Foundations.

THE OHIO STATE UNIVERSITY

The Ohio State University is the premiere degree granting university in Ohio and has a student population of over 51,000 at the main campus in Columbus. Ohio State enrolls over 10,000 graduate students and offers 115 graduate programs that grant Master's Degrees and 92 that grant Doctoral Degrees. The wide range of programs allows cross-disciplinary opportunities equaled at few other institutions. The faculty at Ohio State includes researchers, scholars and scientists at the leading edge of their professions. The resident faculty is complemented by a number of visiting scholars who come to the university as part of the Distinguished Visiting Professor and Visiting Lecturer programs. Ohio State's extensive library collections rank 12th out of 122 research libraries in North America (Association of Research Libraries). Students also have access to the collections of other libraries and to a variety of automated databases. Take time to review the Ohio State University web site at www.osu.edu for more information.

COLUMBUS, OHIO

The Ohio State University is located in Columbus, the capital of Ohio. Columbus is the 15th largest city in the nation with a metropolitan population of just over a 1.6 million. Columbus was recently named one of the Best Places to Live by *Money* magazine (ranking 9th). Columbus was also ranked 11th among best cities for singles (*Money*) and as a top city for African Americans (*Black Enterprise* magazine).

The center of downtown is approximately two miles south of campus and is easily accessible by bus or by car. The Brewery District, just west of German Village, and the Arena District, near the Nationwide Arena, are two of the city's nightlife hubs, with nightclubs, restaurants, museums, art galleries, and sports arenas. A vibrant cultural center enhances the quality of life. Columbus has its own symphony, opera, and several dance and theater companies, not to mention a wealth of cultural events that occur weekly on the campus of this internationally renowned university.

Shopping is available in German Village, south of downtown; and the Short North, just north of downtown. Northeast of Columbus is Easton Town Center, a combination of indoor and outdoor entertainment, dining and retail experiences. Several other malls, including Polaris Fashion Place and Tuttle Crossing cater to a variety of shoppers. The South Campus Gateway just south of campus offers dining, an eight-screen cinema, a bookstore, various retail experiences, apartments, and parking.

Value City Arena at the Jerome Schottenstein Center is located on the campus of The Ohio State University. The multi-purpose venue is the home of Buckeye Basketball and Hockey as well as the site of concerts, family shows, and touring productions. Nearby is the Bill Davis Stadium, home of the Ohio State University Baseball Buckeyes, 2007 Big Ten champions. And of course, in the newly remodeled Ohio Stadium you will find the 2006 Big Ten champions, the Ohio State Buckeye Football team.

Come watch Columbus' four pro teams, the NHL's Columbus Blue Jackets, the Arena Football League's Destroyers, Major League Soccer's Columbus Crew, and the Columbus Clippers – Triple A affiliate of the Washington Nationals. Science education is also made available at COSI, the Center of Science and Industry. Here science and learning are made fun for all ages through innovative and interactive approaches to learning.

The city, with its temperate climate, is graced with over 12,500 acres of parks, miles of bike paths, accessible public transportation, and a highly regarded public zoo. Two rivers and major reservoirs offer residents abundant opportunities for outdoor recreation. Columbus and The Ohio State University afford all the amenities found in a major city context but in a smaller city atmosphere. Columbus is a dynamic city with a broad range of educational, governmental, business and industrial endeavors contributing to its growth. Columbus has a balanced economy with strong manufacturing, service, finance, research and government sectors.

Learn more about Columbus at www.experiencecolumbus.com.

For More Information on

EDUCATIONAL PSYCHOLOGY AND PHILOSOPHY ...

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Teaching and Research Assistantships and Fellowships are available

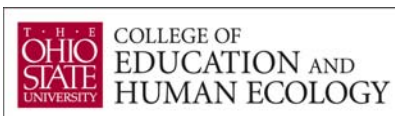
Associated Websites:

Walter E. Dennis Learning Center: <http://dennislearningcenter.osu.edu/>

Center for Cognitive Science: <http://www.cog.ohio-state.edu/>

Ohio State College of Education and Human Ecology: <http://che.osu.edu/>

Ohio State School of Educational Policy and Leadership: <http://ehe.osu.edu/edpl/index.htm>



“Inspiring Innovation in Learning and Living”