

Michael Glassman
Associate Professor of Human Development
Department of Human Development & Family Sciences
The Ohio State University
135 Campbell Hall, 1787 Neil Avenue
Columbus, OH 43210-1295
Phone #: W: (614)292-5622 H: (614)760-9371
e-mail:glassman.13@osu.edu

Education

Ph.D. The Graduate School of The City University of New York, Department of Psychology, 33 W. 42 Street, New York, N.Y. 10036. Dissertation :“**Judgement Within the Game: The effect of the other on moral decision making.** 1992

B A. Grinnell College, Grinnell Iowa. Major Philosophy. 1983

Job History

1992-1998 Assistant Professor, Department of Human Development, University of Houston.
1993-1998 Program Head, Program in Human Development and Family Sciences, University of Houston.
1996-1998 Director, University of Houston Laboratory School, University of Houston.
1998-2002 Assistant Professor, Department of Human Development and Family Sciences, The Ohio State University
2002- Associate Professor, Department of Human Development and Family Sciences, The Ohio State University.

Publications

Monographs

Glassman, M. (1994). *The ontological and the ecological in the moral decision making process.* **Genetic, Social, and General Psychology Monographs, 120**, 5-30.

Articles

Glassman, M. (2004). *Chasing Dewey: Running in Circles.* **Educational Theory, 54**, 315-342.

Glassman, M. (2003). *Second Face or Mask.* **Teachers College Record.**

Glassman, M. (2002). Experience and Responding. **Educational Researcher**, 31 (5) 24-27.

Glassman, M. (2001). Replication or Reproduction: Symbiogenesis as an alternative theory. **Behavioral and Brain Sciences**, 24, 537-538.

Glassman, M. (2001). Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice. **Educational Researcher**, 30, 4, 3-14.

Glassman, M. (2001). Where there is no middle ground. **American Psychologist**, 54, 4, 399-370.

Glassman, M. (2000). *Mutual Aid theory and human development: Sociability as primary*. **Journal for the Theory of Social behavior**, 30, 4, 391-412.

Glassman, M. (2000). *Negation through history*. **New Ideas in Psychology**, 18, 1-22.

Glassman, M. (1999). *From qualitative differences to a continuum of development*. **New Ideas in Psychology**, 17, 123-129.

Glassman, M. (1996). *Understanding Vygotsky's motive and goal: An exploration of the work of A.N. Leontiev*. **Human Development**, 39, 309-327.

Glassman, M. (1996). *Does thinking drive activity or does activity drive thinking: The argument for constructivism*. **American Psychologist**, 51, 264-265.

Glassman, M. (1995). *The difference between Piaget and Vygotsky: A reply to Duncan*. **Developmental Review**, 15, 473-482.

Glassman, M. (1995). *All Things Being Equal: The two roads of Piaget and Vygotsky*. **Developmental Review**, 14, 186-214.

Glassman, M. (1990). *The nature of Piaget and cross-cultural research*. **The Genetic Epistemologist**, 18, 25-31.

Glassman, M. (1990). *Self, other, and society: A Vygotskian view of creativity*. **The Quarterly Newsletter of the Laboratory of Comparative Human Cognition**, 12, 141-146.

Glassman, M. and Buettner, C. (in press). *Trait Affiliation in Human Community*. **Brain and Behavioral Sciences**.

Glassman, M, and Kang, M. (2007). *Semiosis as and educational instrument: The irrelevance of mediation and the relevance of social capital*. **Semiotica**, 164, 81-101.

Glassman, M and Karno, D. (in press). *Ideology as Instrument*. **American Psychologist**.

Glassman, M., Jackson, C. and Kritt, D. (2000). *Adult and Peer social interactions during preschool activity: A combination for gender segregation?* **Early child Development and Care**, **165**, 1-16.

Glassman, M and Wang, Y (2004). *On the Interconnected Nature of Vygotsky*. **Educational Researcher**, **33**, 19-21.

Glassman, M. & Whaley, K. (2000). *Dynamic Aims: The use of long term projects in the early childhood classroom in light of Dewey's educational philosophy*. **Early Childhood Research and Practice**, **2**.

Glassman, M. & Whaely, K. (1999). *The box, a naturalistic experiment with young children: The same object as mediating factor for different activities*. **Early child Development and Care**, **156**, 63-71.

Glassman, M. & Zan, B. (1995). *Moral activity and domain theory: An alternative interpretation of research with young children*. **Developmental Review**, **15**, 434-457.

Slesnick, N., Prestopnik, J. L., Meyers, R. J., & Glassman, M. (2007). Treatment outcome for homeless, street-living youth. **Addictive Behaviors**, **32**, 1237-1251.

Organized Symposia

“A short history of dialectics in the United States.” Symposium for the biennial meeting of the **Society for Research in Child Development**, 1997, Washington, D.C.

“Constructivism, Activity, and Practice.” Invited symposium for the annual meeting of the **American Educational Research Association**, 1996, New York, N.Y.

Selected Presentations

Glassman, M. (1998). *Piaget's contribution to Vygotsky's Zone of Proximal Development*. Paper presented at the **Symposium of the Jean Piaget Society**, June 1998. Chicago, Ill.

Glassman, M. (1997). *Wrestling with Vygotsky*. Presented as part of the symposium, “A short history of dialectics in the United States”, organized by Michael Glassman, at the biennial meeting of the **Society for Research in Child Development**, Washington, D.C.

Glassman, M. (1997). *Moral Action in the Context of Social Activity*. Presented as part of the symposium, “Sociocultural perspectives on moral development”, organized by

Mark Tappan, at the biennial meeting of the *Society for Research in Child Development*, Washington, D.C.

Glassman, M. (1996). *Constructing Activity*. Presented as part of the symposium, “Constructivism, Activity, and Practice”, organized by Michael Glassman at the annual meeting of the *American Educational Research Association*, New York, N.Y.

Glassman, M. (1995). *Vygotsky: Their times, his times, our times*. Presented at the biennial meeting of the *Society for Research in Child Development*, Indianapolis, IN.

Glassman, M. (1994). *Kohlberg and Vygotsky: Strange bedfellows in the sociomoral atmosphere*. Presented at the *Symposium of the Jean Piaget Society*, Chicago, Ill.

Glassman, M. (1993). Social setting, individual development, and moral decision making. Presented at the biennial meeting of the *Society for Research in Child Development*, New Orleans, LA.

Glassman, M. (1992). *Proximal causes and distal theories: The misapplication of Piaget and Vygotsky*. Presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.

Glassman, M. (1991). *The ontological and the ecological in moral development*. . Presented at the biennial meeting of the *Society for Research in Child Development*, Seattle, WA.

Glassman, M. (1990). *Moral thought: Universal process, relative content*. Presented at the annual meeting of the *American Educational Research Association*, Boston, MA.

Glassman, M. (1990). *Epistemic and Psychological: Thesis, antithesis...synthesis*. . Presented at the *Symposium of the Jean Piaget Society*, Chicago, Ill.

Glassman, M. (1990). *Developmental psychology after the physics model: Epigenetic system*. Presented at the *Conference on Human Development*, Richmond, VA.

Glassman, M. (1989) *Hermeneutics as a context for the study of child development*. Presented at the biennial meeting of the *Society for Research in Child Development*, Kansas City, KS.

Glassman, M. (1989). *Piaget's possibility: The ecological perspective*. Presented at the *Symposium of the Jean Piaget Society*, Philadelphia, PA.

Glassman, M. (1988). *The essence of Piaget: A journey across cultures*. Presented at the *Symposium of the Jean Piaget Society*, Philadelphia, PA.

Glassman, M & Peterman, B. (1998). *The roots of Piaget and Vygotsky in Levy-Bruhl*. Paper presented at the *Symposium of the Jean Piaget Society*, June 1998. Chicago, Ill.

Grants

Slesnick, N. Serovich, J. S., & Glassman, M. (Co-I) Evaluation of Treatments for Homeless Youth: CRA, MET and Case Management. NIDA grant No. 2R01DA013549. 9/1/2006 – 6/30/2011. \$2,426,899. Fully Funded

The role of peer groups in the early childhood classroom. SEED Grant, Ohio State University. Amount: \$11,000. Fully funded.

The adolescent decision making process and HIV/AIDS risk taking behavior. Research Initiation Grant, University of Houston. Amount: \$5,832. Fully funded.

Goals, motives, and consequences concerning decisions about morally ambiguous behavior. Limited Grant in Aid, University of Houston. Amount: \$1,960. Fully funded.

IBM Computer Program. University of Houston and IBM Proposal Amount: \$10,000. Fully funded.

Slesnick, N., Schoppe-Sullivan, S. & Glassman, M. Adolescent Involvement in Parental Substance Abuse Treatment: Evaluation of EBFT. NIDA, 4/1/07 – 3/30/12, \$3,088,309. [expected resubmission 7/1/2007].

Consulting and Prior Research

Evaluation consultant for the office of Evaluation, Research and Assessment of the New York City Board of Education, 110 Livingston St, Brooklyn, NY. Lead investigator for a team evaluating the HIV/AIDS Education Project. Design included pre- and post-tests, teacher interviews, and student focus groups. (1989-1992)

Technical Publications

Evaluation Section Report: **The AIDS Education Project 1989-90.** Written for the New York City board of Education.

Evaluation Section Report: **The AIDS Education Project 1988-89.** Written for the New York City board of Education.