

Learning, Motivation, and Self-Regulation

EDEP 654

George Mason University
College of Education and Human Development
Fall 2014

Instructor: Emily Grossnickle
Class Meeting: Thompson Hall L018, Thursdays 7:20-10pm
Office Hours: by appointment
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Catalog Description

Focuses on theories and research on self-regulation of academic learning. Presents multidimensional conceptual framework for studying and applying self-regulation in educational contexts.

Prerequisites

EDEP 550, 551

Learner Outcomes

This course will focus on theories and research regarding the self-regulation of academic, sport, and health related learning. The theories will range across the spectrum from behaviorist to phenomenological with an emphasis on social cognitive theory. A multidimensional conceptual framework will be presented for studying and applying self-regulation in educational contexts. Recent research on self-regulatory processes will be reviewed, analyzed, and discussed.

- Students will be able to develop a broad and in-depth understanding of the fields of learning, motivation, and self-regulation as they are applied to education
- Students will be able to interpret, organize, and utilize research findings in the area of self-regulation and motivation
- Students will be able to discuss and evaluate major self-regulation and motivational processes, factors that influence the working of these processes, and the implications of knowledge of these processes for educators
- Students will be able to discuss and evaluate the impact of instructional and parenting practices on students' self-regulation and motivation
- Students will be able to discuss the social factors involved in the development of student self-regulation
- Students will be able to discuss and evaluate theory and research on factors that influence the impact of goals on students' self-regulation and self-efficacy
- Students will be able to develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- Students will be able to develop and reinforce their critical thinking, oral, and writing skills

Course Methodology

This course consists of lectures, group discussions, in class activities, and individual/group assignments.

Required Text

Bembenutty, H., Cleary, T. J., & Kitsantas, A. (Eds.). (2013). *Applications of self-regulated learning across diverse disciplines: A tribute to Barry Zimmerman*. Charlotte, NC: Information Age Publishing.

*** Additional required readings are available on Blackboard**

Supplementary Texts

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation*. Academic Press.

Ee, J., Chang, A. & Tan, O.S. (2004). *Thinking about Thinking*. Europe (UK). Mc Craw-Hill.

Elliot, A.J., & Dweck, C.S. (2005). *The handbook of competence and motivation*. Guilford Press.

Ford, M.E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage Publications.

Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. American Psychological Association.

Schunk, D.H., & Zimmerman, B.J. (2008). *Motivation and self-regulated learning: Theory, research, and applications*: Laurence Erlbaum Associates, New York, NY.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to Learn with Integrative Learning Technologies (ILT): A Practical guide for academic success*. Information Age Publishing.

Course Requirements

It is expected that each of you will:

1. Read all assigned materials for the course
2. Critique, present/discuss an article in class *
3. Participate in classroom activities that reflect critical reading of materials
4. Write a research proposal and present it in a poster session *
5. Complete a self-change project*
6. Attend each class session

**Late assignments will not be accepted by the instructor unless a serious emergency arises and the instructor is notified promptly. If an emergency occurs please notify the instructor in advance.*

Course Assignments

- 1. Research proposal and presentation:** Students will write a research proposal that focuses in the area of self-regulated learning and motivation in a specific content area of interest. The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines.
- 2. Self-change project:** Students must select some aspect of their behavior that they wish to improve, and then design and implement a self-change project. Using a single subject design, students will incorporate an intervention based on a self-regulation theoretical approach to change a particular aspect of their behavior (e.g., academic learning, health, motor learning). Students will present their project orally in class.

3. **Article critique on self-regulated learning and motivation:** Students will be asked to identify and write a critique of one empirical research article. The critique should include the following parts: purpose, methods (if applicable), results (if applicable) and critical comments as well as your reflections about the article. Informally, students will discuss their article in class.
4. **Class participation and attendance policy:** Because of the importance of lecture and discussion to your total learning experience, you are encouraged to attend and participate in class regularly. A portion of this element includes bringing and submitting 3-4 discussion questions for each class. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

Rubric for Participation and Attendance

Distinguished 9-10 points	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and the members of the class, and submits 3-4 well thought out discussion questions related to the readings for the session.
Proficient 8 points	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class, and submits 3-4 discussion questions.
Basic 7 points	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. Less than 3 discussion questions are submitted.
Unsatisfactory ≤6 points	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions. Discussion questions are not submitted.

Grading Policy

Assignment	Points
Evaluation of research article	10
Self-change project	20
Research proposal	50
Presentation of research proposal (poster session)	10
Class participation and attendance	10
TOTAL	100

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

Please note that:

- “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
 - c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
 - d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
 - e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
 - f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

EDEP 654: Tentative Course Schedule

Week	Date	Topic	Reading	Assignments Due
1	August 28	Course introduction		
2	September 4	Introduction to self-regulation Research methods overview	Shunk & Usher (2013)*Ch1 Zimmerman (1989)	
3	September 11	Motivational theories and self regulation	Zimmerman & Shunk (2008) Wolters (2003) Lee, Lee, & Bong (2014)	Proposal topic of interest summary statement Five empirical studies (APA style)
4	September 18	Methods and measures for studying self-regulation	Zimmerman (2008) Cleary, Callan, & Zimmerman (2012)	Begin data collection for self-change project Article critique (TBD)
5	September 25	Self-regulatory processes	Bembenutty (2013)*Ch6 Karabenick & Berger (2013)*Ch8 Hofmann, Schmeichel, Baddeley (2012)	Article critique (TBD)
6	October 2	Development of self-regulation	Wigfield, Klaua, & Cambria (2011) Posner, Rothbart, & Tang (2013)	Introduction section of the proposal (draft) Article critique (TBD)
7	October 9	Promoting and supporting self-regulation and motivation	Nandagopal & Ericsson (2012) Kitsantas, Dabbaugh, Huie, & Dass (2013)*Ch11	Article critique (TBD)
8	October 16	Self-regulation and academic development	Cleary & Labuhn (2013)*Ch4 OR Moylan (2013)*Ch5 Pajares & Miller (1994)	Methods of research proposal (draft) Article critique (TBD)
9	October 23	Self-regulation and academic development	Harris, Graham, & Santangelo (2013)*Ch3 Montroy, Bowles, Skibbe, & Foster (2014) Zimmerman & Kitsantas (1999)	Article critique (TBD)
10	October 30	Self-regulation and expert performance	McPherson, Nielsen, & Renwick (2013)* Kitsantas, Zimmerman, & Cleary (2000) Jonker, Elferink-Gemser, & Visscher, 2010	Article critique (TBD)
11	November 6	Self-regulation and health behavior	Clark & Zimmerman (1990) Kitsantas (2000) Kitsantas & Zimerman (2000)	Self-change project Self-change project presentations
12	November 13	Self-regulation and	Gottfried & Gottfried (2004)	First draft of research

		exceptional students	Wery & Nietfeld (2010)	proposal for instructor feedback Article critique (TBD)
	November 20	No class: Thanksgiving recess		
13	November 27	Future directions in self regulation research	Readings TBD	Article critique (TBD)
14	December 4	Conclusions & Proposal poster presentations Last class		Poster Session
15	December 12			Research proposal due

*Note: Readings designated with * are from the required course text.*

Reading List

Week 2

- Shunk, D. H., & Usher, E. L. (2013). Barry J. Zimmerman's theory of self-regulated learning. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 1-28). Charlotte, NC: Information Age Publishing.
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*, 329-339.

Week 3

- Zimmerman, B. J., & Schunk, D. H. (2008). Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1-30). New York: Taylor & Francis.
- Wolters, C. A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational Psychologist, 38*(4), 189-205.
- Lee, W., Lee, M.-J., & Bong, M. (2014). Testing interest and self-efficacy as predictors of academic self-regulation and achievement. *Contemporary Educational Psychology, 39*, 86-99.

Week 4

- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal, 45*(1), 166-183.
- Cleary, T. J., Callan, G. L., & Zimmerman, B. J. (2012). Assessing self-regulation as a cyclical, context-specific phenomenon: Overview and analysis of SRL microanalytic protocols. *Education Research International, 2012*, 1-19.

Week 5

- Bembenutty, H. (2013). The triumph of homework completion through a learning academy of self regulation. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 153-196). Charlotte, NC: Information Age Publishing.
- Karabenick, S. A., & Berger, J.-L. (2013). Help seeking as a self-regulated learning strategy. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 237-262). Charlotte, NC: Information Age Publishing.
- Hofmann, W., Schmeichel, B. J., Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in Cognitive Science, 16*(3), 174-180.

Week 6

- Wigfield, A., Klauda, S. L., & Cambria, J. (2011). Influences on the development of academic self regulatory processes. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 33-48). New York: Taylor & Francis.
- Posner, M. J., Rothbart, M. K., & Tang, Y. (2013). Developing self regulation in early childhood. *Trends*

in Neuroscience and Education, 2, 107-110.

Week 7

Nandagopal, K. & Ericsson, K.A. (2012). *Enhancing students' performance in traditional education: Implications from the expert-performance approach and deliberate practice*. In K. R. Harris, S. Graham, T. Urdan, C. B. McCormick, G. M. Sinatra, & J. Sweller (Eds.), *APA educational psychology handbook, Vol 1: Theories, constructs, and critical issues* (pp. 257-293).

Kitsantas, A., Dabbaugh, N., Huie, F. C., & Dass, S. (2013). Learning technologies and self-regulated learning. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 325-354). Charlotte, NC: Information Age Publishing.

Week 8

Choose 1 of 2 (and Pajares & Miller, 1994):

1. Cleary, T. J., & Labuhn, A. S. (2013). Application of cyclical self-regulation interventions in science-based contexts. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 89-124). Charlotte, NC: Information Age Publishing.
2. Moylan, A. (2013). Cyclical feedback approaches for enhancing academic self-regulation in postsecondary mathematics classrooms. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 125-152). Charlotte, NC: Information Age Publishing.

Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology*, 86, 193-203.

Week 9

Harris, K. R., Graham, S., & Santangelo, T. (2013). Self-regulated strategies development in writing: Development, implementation, and scaling up. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 59-78). Charlotte, NC: Information Age Publishing.

Montroy, J. J., Bowles, R. P., Skibbe, L. E., & Foster, T. D. (2014). Social skills and problem behaviors as mediators of the relationship between behavioral self-regulation and academic achievement. *Early Child Research Quarterly*, 29, 298-309.

Zimmerman, B.J., & Kitsantas, A. (1999). Developing writing revision skill: Shifting from process to outcome self-regulatory goals. *Journal of Educational Psychology*, 91, 1-10.

Week 10

McPherson, Nielsen, & Renwick (2013). Self-regulation interventions and development of music expertise. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 355). Charlotte, NC: Information Age Publishing.

Kitsantas, A., Zimmerman, B.J., & Cleary, T. (2000). The role of observation and emulation in the development of athletic self-regulation. *Journal of Educational Psychology*, 92(4), 811-817.

Jonker L., Elferink-Gemser, M. T., & Visscher, C. (2010). Differences in self-regulatory skills among talented athletes: The significance of competitive level and type of sport. *Journal of Sports Sciences*, 28(8), 901-908.

Week 11

Clark, N. M., & Zimmerman, B. J. (1990). A social cognitive view of self-regulated learning about health. *Health Education Research*, 5, 371-379.

Kitsantas, A. (2000). The role of self-regulation strategies and self-efficacy perceptions in successful weight loss maintenance. *Psychology & Health: An International Journal*, 15, 811-820.

Kitsantas, A., & Zimmerman, B.J. (2000). Self efficacy, activity participation, and physical fitness of asthmatic and non-asthmatic adolescent girls. *Journal of Asthma*, 32(2), 163-174.

Week 12

Gottfried, A. E., & Gottfried, A. W. (2004). Toward the development of a conceptualization of gifted motivation. *Gifted Child Quarterly*, 48(2), 121-132.

Wery, J. J., Nietfeld, J. L., (2010). Supporting self-regulated with exceptional children. *Teaching Exceptional Children*, 42(4), 70-78.

Week 13

Readings TBD by student interests

Research Proposal Rubric

Students will write a research proposal that focuses on one self-regulatory process (e.g., self-monitoring, goal-setting, etc.), in a specific content area of interest. The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester. The paper should include 1) an introduction/literature review, summarizing the theory and key constructs, and identifying research questions/hypotheses; 2) method section (i.e., participants, measures, procedures, if needed a description of intervention and design), and 3) a discussion of data analysis approach, expected results, limitations, and educational implications. Papers must be handed in on time and must adhere to the APA Publication Manual Guidelines.

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<i>Content</i>				
Introduction <ul style="list-style-type: none"> ▪ Describe the purpose, theoretical basis, and significance of the study ▪ Review relevant studies Identify gaps in the literature ▪ Establish how the proposed study addresses gaps 	Excellent introduction that addressed all 4 criteria. The theoretical basis and significance of the study has been established and grounded in previous research.	Adequate introduction that addressed all 4 criteria with some weaknesses. The theoretical basis and significance of the study has been established and grounded in previous research.	Significant weaknesses in all criteria or 1 or 2 criteria were not addressed.	3 to 4 criteria were not addressed. The introduction is unacceptable.
Research Questions and/or Hypotheses <ul style="list-style-type: none"> ▪ State clearly ▪ Establish significance ▪ Be able to test/research ▪ Ground in existing theory and research 	Excellent research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research.	Adequate research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research with some weaknesses.	Significant weaknesses in research question(s)/ hypothesis(es) (i.e., they were not clearly stated, significant, testable/researchable, and/or grounded in existing theory and research).	The research question(s)/ hypothesis(es) were not provided.
Methods Describe <ul style="list-style-type: none"> ▪ Participants ▪ Measures/Operational definitions of variables ▪ Procedures ▪ Components appropriate for selected methodological approach (quantitative/ qualitative) 	Excellent description of the methodology including participants, measures/ operational definitions of variables, and procedures. Additional components relevant to selected methodological approach (quantitative/qualitative) were fully addressed. These components may include	Adequate description of the methodology including participants, measures/ operational definitions of variables, procedures, and additional components relevant to selected methodological approach (quantitative/ qualitative) but with some weaknesses.	Significant weaknesses in description of the methodology including participants, measures/ operational definitions of variables, procedures, and additional components relevant to selected methodological approach (quantitative/ qualitative).	A coherent and appropriate method section was not provided.

	design, intervention, reliability and validity of data collection methods.			
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Data Analysis and Expected Results <ul style="list-style-type: none"> ▪ Describe data analysis plan ▪ Discuss expected results 	Excellent description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Adequate description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Significant weaknesses in the description of statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Appropriate data analysis techniques and or description of expected results were not provided.
Limitations and Educational Implications <ul style="list-style-type: none"> ▪ Identify limitations ▪ Discuss implications of proposed work 	Excellent discussion of appropriate limitations and educational implications of proposed research.	Adequate discussion of appropriate limitations and educational implications. Some critical limitations or implications were not addressed.	Significant weaknesses in the discussion of limitations and educational implications. Few were identified and/or were inappropriate.	Discussion of limitations and educational implications was not provided.
Additional Elements				
Use of Peer-Reviewed Research	Contains references to 10 or more relevant empirical studies	Contains references to at least 10, the majority of which are relevant	Contains references to 10 studies but most are irrelevant	Does not include at least 10 peer reviewed studies.
Discussion of the Literature	Clearly spoken, topic-specific jargon are defined, does not rely on quotes from papers; includes quotes strategically where appropriate	Most topic-specific jargon are defined OR inclusion of some lengthy or inappropriate quotes	Overuse of jargon AND quotes that are lengthy or inappropriate	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis
Abstract	Clearly and sequentially conveys the content of paper	Gives a general overview of paper topic, but no sequential elaboration of contents	Does not provide a clear representation of paper contents	Not provided
Writing Style	Paper is coherent, concise and well structured with a clear purpose.	Paper is coherent, concise and well structured with a clear purpose and few errors.	Paper conveys the main points of the topic but additional polish is needed	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content