GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 551, section 001
3 credits
Principles of Learner Motivation

Spring 2015
Wednesday 7:20pm – 10:00pm
East Building, Room 122

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COURSE DESCRIPTION
This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn, and examine strategies, techniques and interventions that promote and sustain learner motivation.

NATURE OF COURSE DELIVERY
This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (http://mymason.gmu.edu). Students are responsible for any information posted on the course site.

REQUIRED TEXT
Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning.* Mahwah, NJ: Lawrence Erlbaum.

A list of additional required readings is provided at the end of this document. Additional readings will be made available through E-Reserves (http://library.gmu.edu/).

STUDENT OUTCOMES
- Students will be able to describe the important characteristics of historical and contemporary theories of motivation.
- Students will be able discuss the motivational theories as they pertain to instructional design.
- Students will be able to produce appropriate strategies for enhancing learner motivation in light of motivational problems.
- Students will be able to describe ways of measuring the motivational effectiveness of instruction.
- Students will be able to develop a personal approach for enhancing student motivation.
- Students will be able to develop an understanding of the types of accommodations that are appropriate for the motivation of culturally diverse and exceptional learners.
- Students will be able to read and critically evaluate current research of motivational theories.
- Students will be able to understand the role of goals, emotions, and beliefs on learner motivation.
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

Program Standards:
Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.

Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 4: Analysis, Critique, and Evaluation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrated critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

APA Learner Centered Principles:
- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational & Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Affect
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information see: American Psychological Association (1997). *Learner-centered psychological principles: A framework for school redesign and reform.* Retrieved October 14, 2002 from http://www.apa.org

Core Values Commitment:
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.
http://cehd.gmu.edu/values/

For more information on the College of Education and Human Development Core Values and Dispositions and the Educational Psychology Program Standards and Dispositions, please see:
http://cehd.gmu.edu/assets/docs/educational_psychology/EdPsy%20CV,%20PS,%20Disp,%20Sig.pdf

COURSE REQUIREMENTS (% OF FINAL GRADE)

Attendance and Participation (10%)
Because of the importance of lecture and classroom discussions to students' total learning experience, each student is expected to come to class on time and participate in class discussions and activities. Assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

Critical Questions and Online Discussion (5%)
To facilitate class discussion, students are expected to post 5 critical questions/comments about the content over the semester. The 5 critical questions/comments should be reflective of 5 *different* class meetings. Questions are to be posted in Blackboard by **12:00 pm (noon)** the day after class in the appropriate discussion board. Additional postings on Blackboard may also be assigned throughout the semester, in which case specific guidelines will be provided and posted on Blackboard.

Article Critique (20%--10% each)
Each student will prepare two critiques based on the topics and <u>empirical articles</u> assigned in the syllabus for two different class meetings. <u>At least one critique is to be done in pairs</u> and students are <u>strongly encouraged</u> to do the <u>first</u> critique in pairs.* ***Critiques are due on the day the reading is scheduled. The first critique is to be submitted on or before 3/4 and the second is due by 4/15.*** Critiques should be posted on Blackboard by noon the day the reading is scheduled. Article Critique guidelines and rubric are provided in Appendix B.

Case Study Writing Assignments (30%)
This will be a three-part assignment in which students will analyze classroom scenarios and apply the constructs discussed in class. ***Part 1 is due on 2/11, Part 2 is due on 3/18, and Part 3 is due on 4/1.***

Final Paper and Poster Presentation (35%--Paper: 25%; Poster and Peer Review: 10%)
There are three final paper options: 1) literature review, 2) research proposal, or, 3) instructional intervention/motivation design paper (i.e., apply principles of motivation and learning to a chosen context). Paper format and topics should be submitted to the instructor in writing by 3/4. Contact the instructor before this date to discuss plans for the final paper. Students may work with a partner on this assignment with permission from the instructor.* ***The final paper is due by 7:20 pm 5/6. Late papers will not be accepted unless prior arrangements have been made.***

Final paper content will be shared with the class in a poster fair on 4/29. A copy of the poster materials should be sent to the instructor by 9 am 4/27.

*For assignments completed with a partner, both individuals are to complete the Collaboration Rubric (Appendix C) and write a brief reflection (i.e., a few paragraphs) about the collaborative experience (e.g., how work was structured, role of each member, any difficulties or benefits encountered, what was learned about collaboration). The rubric and reflection are due the day the assignment is submitted. If the completed rubric and essay are not turned in the assignment will be marked down by one letter grade.

Students' final grade for this class will be based on the following:
    A+ = 98 – 100%   A = 93 – 97.99%   A- = 90 – 92.99%
    B+ = 88 – 89.99%   B = 83 – 87.99%   B- = 80 – 82.99%
    C = 70 – 79.99%   F < 70%

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT POLICIES AND RESOURCES

a. Students must adhere to the guidelines of the George Mason University Honor Code [See **http://oai.gmu.edu/honorcode/**].

    Please note that:

    o "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)

    o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.

    o 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.

    o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

    o 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/1301gen.html**].

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/**].

h. Students are expected to exhibit professional behaviors and dispositions at all times.

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

ADDITONAL CLASS POLICIES

Paper Format

> *Papers not following this format may be automatically reduced by up to a letter grade.*

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

Late Assignments

Assignments are due at the start of class on the assigned due date and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Electronic Device Use in Class

During class time, please refrain from checking email or conducting activities on the computer, cell phone or other electronic device that are not directly related to the class session.

TENTATIVE COURSE SCHEDULE (3/1/12)

Date	Topic	Assigned Readings
Wed. 1/21	Course Overview History & Introduction to Motivation	Pintrich & Schunk (2002) Chapter 1 (overview of history and research methodology)
Wed. 1/28	Attribution Theory	Alderman (2008) Chapter 2 Dweck (2002) Graham & Barker (1990) *Case Study Writing Assignment Part 1 assigned*
Wed. 2/4	Self-Efficacy Self-Worth	Alderman (2008) Chapter 3 pp. 66-81 Usher & Pajares (2006) Alderman (2008) Chapter 3 pp. 81-86

Wed. 2/11	Expectancy-Value Theory
	
	Self-Determination
		Wigfield & Eccles (2000)
		Read *one* of the following:**
		  Durik, Vida, & Eccles (2006)
		  Cole, Bergin, & Whittaker (2008)
		
		Ryan and Deci (2000)
		
		Case Study Writing Assignment Part 1 due; Part 2 assigned

Wed. 2/18	Intrinsic-Extrinsic Motivation	Alderman (2008) Chapter 8 252-264
		Read in this order:
		  Deci, Koestner, & Ryan (2001)
		  Cameron (2001)
		  Deci, Ryan, & Koestner (2001)
		Covington (2000)

Wed. 2/25	Autonomy Support	Alderman (2008) Chapter 8 pp. 244-250
		
		Read *two* of the following:**
		  Reeve & Jang (2006)+
		  Jang (2008)+
		  Taboada et al. (2010)+
		  Su & Reeve (2011)+

Wed. 3/4	Goal Orientations	Alderman (2008) Chapter 3 pp. 86-104 Patrick & Ryan (2009)+ Daniels et al. (2008)+ *Article Critique I & Final Paper Topics due*
Wed. 3/11	**SPRING BREAK—NO CLASS**	
Wed. 3/18	Goals, Self-Regulation, and Volition	Alderman (2008) Chapters 4 & 5 Kistner et al. (2010)+ Shellenbarger (2011) *Case Study Writing Assignment Part 2 due; Part 3 assigned*

**Email Dr. Hartigan your choice of article(s)

+ Can be used for article critique

Wed. 3/25	Motivation, Instruction, & the Social Context: Evaluation and Feedback	Alderman (2008) Chapter 8 pp. 264-272 Brookhart (2008) TBD
Wed. 4/1	Motivation, Instruction, & the Social Context: Classroom Context	Alderman (2008) Chapter 7 Chapter 8 237-244 TBD *Case Study Writing Assignment Part 3 due*
Wed. 4/8	Motivation, Instruction, & the Social Context: Identity and Belonging	TBD *Final Paper Update*
Wed. 4/15	Motivation, Instruction, & the Social Context: Classroom, Peer, & Family Context	Juvonen (2007) TBD *Article Critique II due*
Wed. 4/22	Motivation, Instruction, & the Social Context: Motivational Interventions	Alderman (2008) Chapter 9 Wentzel & Wigfield (2007) TBD
Wed. 4/29	**Conclusions** *Poster Fair*	*Copy of poster materials to Dr. Hartigan 9am 4/27*
Wed. 5/6		*Final Paper due by 7:20pm*

**Email Dr. Hartigan your choice of article(s)

+ Can be used for article critique

Required Course Reading List (1/10/15)

Brookhart, S. M. (2008). Feedback that fits. *Educational Leadership*, 65(4), 54-59.

Cameron, C. (2001). Negative effects of reward on intrinsic motivation-A limited phenomenon; Comment on Deci, Koestner, and Ryan (2001). *Review of Educational Research, 71,* 29- 42

Cole, J. S., Bergin, D. A., & Whittaker, T. A. (2008). Predicting achievement for low stakes tests with effort and task value. *Contemporary Educational Psychology, 33*(4), 609-624.

Covington, M. V. (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science, 9,* 22-25.

Daniel, L. M., Haynes, T. L., Stupnisky, R. H., Perry, R. P., Newall, N. E., Pekrun, R. (2008). Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. *Contemporary Educational Psychology, 33*, 584-608.

Deci, E. L., Ryan, R. M., & Koestner, R. (2001). The pervasive negative effect of rewards on intrinsic motivation: Response to Cameron (2001). *Review of Educational Research, 71,* 43-51.

Deci. E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research, 71,* 1-27

Durik, A., Vida, M., & Eccles, J. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology*, *98*(2), 382-393.

Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance in surprising ways. In J. Aronson (Eds.) *Improving academic achievement* (pp. 38-60). San Diego: Academic Press.

Graham, S., & Barker, G. B. (1990). The down side of help: An attribution-developmental analysis of helping behavior as a low-ability cue. *Journal of Educational Psychology, 85,* 7-14.

Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist, 42*(4), 237-250.

Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist, 42*(4), 251-260.

Jang, H. (2008). Supporting students' motivation, engagement, and learning during an uninteresting activity. *Journal of Educational Psychology, 100*(4). 798-811.

Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist, 42,* 197-208.

Patrick, H., & Ryan, A. (2008). What do students think about when evaluating their classroom's mastery goal structure? An examination of young adolescents' explanations. *Journal of Experimental Education,77*(2), 99-123.

Pintrich, P. R., & Schunk, D. H. (2002). Motivation: Introduction and historical foundations. In *Motivation in education: Theory, research, and applications* (pp. 1-50). Englewood Cliffs: Prentice Hall.

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, *98*(1), 209-218

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25,* 54-67.

Su, Y., & Reeve, J. (2011). A meta-analysis of the effectiveness of intervention programs designed to support autonomy. *Educational Psychology Review, 23*(1), 159-188.

Taboada, A., Kidd, J., & Tonks, S. (2010). English language learners' perceptions of autonomy support in a literacy classroom. *Research in the Schools, 17*(2), 39-53.

Turner, J. C., Warzon, K., & Christensen, A. (2011). Motivating mathematics learning: Changes in teachers' practices and beliefs during a nine-month collaboration. *American Educational Research Journal*, *48*(3), 718-762.

Usher, E. L., & Pajares, F. (2006). Sources of academic and self-regulatory efficacy beliefs of entering middle school students. *Contemporary Educational Psychology, 31*, 125-141.

Wentzel, K. R., & Wigfield, A. (2007). Motivational interventions that work: Themes and remaining issues. *Educational Psychologist, 42*(4), 261-271.

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25,* 68-81.

Appendix A
Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:
- Be punctual, present (in mind and body), and well prepared for class.
- Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.
   4 = Student *consistently* demonstrated the criterion throughout the semester.
   3 = Student *frequently* demonstrated the criterion throughout the semester.
   2 = Student *intermittently* demonstrated the criterion throughout the semester.
   1 = Student *rarely* demonstrated the criterion throughout the semester.
   0 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	

Grade Allocation			
	Point Range		
	Plus	Standard	Minus
A	16	15	14
B	13	11-12	10
C		8-9	
F		≤ 7	

Appendix B
Article Critique Guidelines and Rubric (20%)

Each student is required to prepare two critiques based on the assigned <u>empirical readings</u> for two different class meetings. <u>Critiques are due the day the reading is scheduled in the syllabus</u>. Critiques should be posted on Blackboard by noon the day the reading is scheduled.

CONTENT

    <u>**Empirical Article**</u>

1. The problem
2. The methodology (e.g., participants, measures, procedures, research design)
3. The findings/results
4. The authors' conclusion(s) (include implications or applications)
5. Your analysis and critique of the article (e.g., discuss the strengths and weaknesses of the methods, analyses, and conclusions)
6. Your perspective on the implications for research and or practice

FORMAT

  The critique should
- Include a cover page
- Be 3-6 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

ARTICLE CRITIQUE RUBRIC

Criteria	Outstanding (3)	Competent (2)	Minimal (1)	Unsatisfactory (0)
Summary *Summarize important aspects of article*	Provides a clear and complete summary of the article including all necessary components.	Summary of the article is mostly complete but lacks some components, clarity, or understanding.	Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the article is absent.
Analysis *Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)*	Gives a complete analysis of the article, relating specific examples to justify critique.	Analysis may be somewhat limited or includes few examples to justify critique.	Analysis is limited and/or lacks examples to justify critique.	Gives no analysis of study and lacks examples to justify critique.
Implications *Discuss implications for the article for research or practice*	Relates article to personal situation and/or course content with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws no implications for practice or research.
	Outstanding (1)	Competent (.75)	Minimal (.50)	Unsatisfactory (.25)
APA Style *Use APA style and formatting*	Uses concise, coherent, well-organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

TOTAL = _____

Grade Allocation		
	Point Range	
	Plus	Standard
A	10	8-9
B	7	5-6
C		4
F		≤ 3

Appendix C

COLLABORATION RUBRIC

Assignment: _____   **Date:** _____

Your Name (Self): _____   **Partner's Name (Partner):** _____

Skills	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)	Score
Contributions/ Participation/ Attitude	Always willing to help and do more, routinely offered useful ideas. Always displays positive attitude.	Cooperative, usually offered useful ideas. Generally displays positive attitude.	Sometimes cooperative, sometimes offered useful ideas. Rarely displays positive attitude.	Seldom cooperative, rarely offers useful ideas. Is disruptive.	Self: ____ Partner: ____
Working with others/ Cooperation	Did more than others – highly productive Works extremely well with others, never argues	Did their part of the work – cooperative. Works well with others, rarely argues.	Could have done more of the work – has difficulty, requires structure, directions and leadership, sometimes argues.	Did not do any work – does not contribute, does not work well with others, usually argues with teammates.	Self: ____ Partner: ____
Focus on task/ Commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work.	Self: ____ Partner: ____
Communication/ Listening/ Information sharing	Always listens to, shares with, and supports the efforts of others. Provided effective feedback. Relays a great deal of information – all relates to the topic.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much or too little. Provided some effective feedback. Relays some basic information – most relates to the topic.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking – rarely listens to others, or provided little feedback to others. Relays very little information – some relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens or provides no feedback to others. Does not relay any information.	Self: ____ Partner: ____
Job proficiency/ Accuracy	Work is complete, well organized, no errors and is done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, not accurate and is usually late.	Work is generally sloppy and incomplete, excessive errors and is mostly late or not at all.	Self: ____ Partner: ____

Adapted from: http://engage.doit.wisc.edu/collaboration/rubrics/index.html