EDEP654.001 – Learning, Motivation, and Self-Regulation
3 Credits, Fall 2019
Mondays, 4:30-7:10pm, Robinson Hall B118– Fairfax Campus

Faculty

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Prerequisites
EDEP 550, 551

University Catalog Course Description
Focuses on theories and research on self-regulation of academic learning. Presents multi-dimensional conceptual framework for studying and applying self-regulation in educational contexts.

Course Overview
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.

Course Delivery Method
This course consists of lectures, online discussion, group discussions, in-class activities, and individual/group assignments.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

- Develop a broad and in-depth understanding of the fields of learning, motivation, and self-regulation as they are applied to education and other learning contexts
- Interpret, organize, and utilize research findings in the area of self-regulation and motivation
- 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

- Discuss and evaluate the impact of instructional and parenting practices on students' self-regulation and motivation
- Discuss the social factors involved in the development of student self-regulation
- Discuss and evaluate theories and research on factors that influence the impact of goals on students' self-regulation and self-efficacy
- Develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- Develop and reinforce critical thinking, oral, and writing skills

Program and Professional Standards

 Upon completion of this course, students will have met the following 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 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 use of APA style,
b. Oral presentations,
c. Article abstracts,
d. Research proposals,
e. Literature reviews, and
f. Technological skills.

Required Text

Bembenutty, H., Cleary, T. J., & Kitsantas, A. (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 (please see last page of the syllabus for a detailed list)

Suggested Supplementary Texts
Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation.* San Diego, CA: Academic Press.

Cleary, T. J. (2018). *The self-regulated learning guide: Teaching students to think in the language of strategies*. New York, NY: Routledge.

DiBenedetto, M. K., (2018). *Connecting self-regulated learning and performance with instruction across high school content areas*. Dordrecht, Netherlands: Springer

Ee, J., Chang, A., & Tan, O. S. (2004). *Thinking about Thinking: What educators need to know*. Singapore, Singapore: McGraw-Hill Education (Asia).

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

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

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A Practical guide for academic success*. Charlotte, NC: Information Age Publishing.

Schunk, D.H., & Green, J. A. (2018). *Handbook of self-regulation of learning and performance.* New York, NY: Routledge.

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

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or hard copy).

It is expected that each of you will:

1. Read all assigned materials for the course
2. Create a case study and provide an analysis *
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.

• **Assignments and/or Examinations**

1. Self-regulatory functioning across domains: Creating, reviewing, and analyzing an actual case study (Total 20%: Case study 10%; Analysis 10%)
Think about a situation that you (or someone else) have trouble applying/engaging in self-regulation (e.g., managing a chronic illness, completing a class assignment, completing work assignments, eating healthy, driving safely, etc.). Write a detailed description of the situation/problem (1-2 single space pages) in a case study format. Be as detailed as possible (see sample case study on Bb and guidelines). A peer will then review the case study and the content will be revised before submitted for grading. Once the content of the case studies is revised, the peer reviewer will provide an in-depth analysis and recommendations (1-2 single space pages, excluding tables, figures, appendixes, etc.). Specifically using principles/findings from self-regulated learning research, peer reviewers will provide specific recommendations on how to support and promote attainment of the goal of the case study. The case study assigned peer

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reviewer along with the case study author will discuss the case study and accompanied analysis in class for about 10 minutes.

2. Self-change project (20%)

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. Research proposal and presentation (Total 50%: Proposal 40%; Presentation 10%)

Students will write a research proposal that focuses on 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.

4. Class participation and attendance (10%)

Because of the importance of lecture and discussion to your total learning experience, you are encouraged to attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude of the course 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.
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.
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.
Unsatisfactory 6 points or less	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.

Grading

Assignment	Percentage
Self-regulatory functioning across domains: Creating, reviewing, and analyzing an actual case study	20%
Self-change project	20%
Research proposal	40%
Presentation of research proposal (poster session)	10%
Class participation and attendance	10%

GRADING SCALE

Your 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%		

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Tentative Class Schedule

Week	Date	Topic	Readings	Assignments
1	Aug. 26	Course introduction		
2	Sep. 2	No Class	Labor Day, university closed	
3	Sep. 9	Introduction to self-regulation Research methods overview	Schunk & Usher (2013) * Ch1 Zimmerman (1989)	Case Study Idea-In class assignment Research Questions-In class assignment
4	Sep. 16	Locating Empirical Research Motivational theories and self-regulation	Ford (1992, Ch 6) Lee, Lee, & Bong (2014) Zimmerman & Schunk (1986b)	**Paragraph of case study assignments Due** Assignment of case studies-In class assignment
5	Sep. 23	Self-regulatory processes and dimensions	Bembenutty (2013) * Ch6 Hadwin & Oshige (2011) Zimmerman (2008)	**Submit topic of interest summary statement (due)** Five empirical studies (APA style) Begin data collection for self-change project
6	Sep. 30 Online	Methods and measures for studying self-regulation	Cleary et al. (2012) Meyer & Turner (2002) Zimmerman & Kitsantas (2007)	Discussion of Case Studies Online assignments
7	Oct. 7	Development of self-regulation	Cleary, Kitsantas, Pape, & Slemp (2018) Lau, Kitsantas, Miller, & Rodgers (2018) Wigfield, Klauda, & Cambria (2011)	**Draft of introduction (with research questions) section of proposal**
8	Oct. 15 Please TUESDAY	Promoting and supporting self-regulation and motivation	Karabenick & Berger (2013) * Ch8 Plant et al. (2005)	
9	Oct. 21 Online	Self-regulation and academic development	Herndon & Bembenutty (2017) Boekaerts & Minnaert (1999)	**Draft of methods section of proposal** Discussion of Case Studies Online assignment

10	Oct. 28	Self-regulation and academic development	Cleary & Kitsantas (2017) Pajares & Miller (1994)	
11	Nov. 4 Online	Self-regulation and academic development	McPherson, Nielsen, & Renwick (2013) * Ch12	**Case Studies Due**
12	Nov. 11	Self-regulation and athletic performance	Cleary & Zimmerman (2001) Kitsantas, Kavussanu, Corbatto, & P. K.C. van de (2017)	**Self-change project due** **Self-change project presentations**
13	Nov. 18 Online	Self-regulation and health behavior	Bandura (2005) Clark & Zimmerman (1990) Kitsantas (2000)	**Draft of research proposal due**
14	Nov. 25	Self-regulation and exceptional students	Wery & Nietfeld (2010) Kitsantas, Bland, & Chirinos, (2017) McCoach & Siegle (2003) Harris, Graham, & Santangelo (2013) * Ch3	**Presentations of Case Studies and Analyses (author/reviewer)** **Analyses of case studies due**
15	Dec. 2	Conclusions and proposal poster presentations		**Poster Session**
16	Dec. 9			**Research Proposal Due**

*Note: Readings designated with * are from the required course text. All other readings can be found on Blackboard. See below for detailed list of Blackboard readings.*

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Reading List Week

Week 3

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: A tribute to Barry Zimmerman* (pp. 1-28). Charlotte, NC: Information Age Publishing.

Zimmerman, B. J. (1989a). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*, 329-339.

Week 4

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

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.

Zimmerman, B.J. (1989b). Models of self-regulated learning and academic achievement. In B.J. Zimmerman & D. H. Schunk Eds.), Self-regulated learning and academic achievement: Theory, research, and practice. New York: Springer

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: A tribute to Barry Zimmerman* (pp. 153-196). Charlotte, NC: Information Age Publishing.

Hadwin, A., & Oshige, M. (2011). Self-regulation, coregulation, and socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record, 113*, 240-264.

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, *45*, 166-183.

Week 6

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.

Meyer, D. K., & Turner, J. C. (2002). Using instructional discourse analysis to study the scaffolding of student self-regulation. *Educational Psychologist*, *37*, 17-25.

Zimmerman, B. J., & Kitsantas, A. (2007). Reliability and validity of Self-Efficacy for Learning Form (SELF) scores of college students. *Journal of Psychology*, *215*(3), 157-163.

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Week 7

Cleary, T., Kitsantas, A, Pape, S., & Slemp, J. (2018). Integration of socialization influences and the development of self-regulated Learning (SRL) skills: A social-cognitive perspective. In G. A. Liem & D. M. Mclnereny (Eds). *Big Theories Revisited 2* (pp. 269-295). Charlotte, NC: Information Age publishing.

Lau, C., Kitsantas, A., Miller, A. & Rodgers, D. E. (2018). Perceived responsibility for learning, Self-Efficacy, and sources of self-efficacy in mathematics: A study of the International Baccalaureate Primary Years Programme students. *Social Psychology of Education: An International Journal, 21*(3), 603-620.

Wigfield, A., Klauda, S. L., & Cambria, J. (2011). Influences on the development of academic self-regulatory processes. In B. J. Zimmerman & D. J. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 33-48). New York, NY: Taylor and Francis.

Week 8

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: A tribute to Barry Zimmerman* (pp. 237-262). Charlotte, NC: Information Age Publishing.

Plant, E. A., Ericsson, K. A., Hill, L., & Asberg, K. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance. *Contemporary Educational Psychology, 30*, 96-116.

Week 9

Herndon, J. S., & Bembenutty, H. (2017). Self-regulation of learning and performance among students enrolled in a disciplinary alternative school. *Personality and Individual Differences, 104*, 266-271.

Boekaerts, M., & Minnaert, A. (1999). Self-regulation with respect to informal learning. *International Journal of Educational Research*, *31*, 533-544.

Week 10

Cleary, T. J., & Kitsantas, A. (2017). Motivation and self-regulated learning influences on middle school mathematics achievement. *School Psychology Review*, *46*, 88-107.

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 11

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: A tribute to Barry Zimmerman* (pp. 355-382). Charlotte, NC: Information Age Publishing.

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Week 12

Cleary, T. J., & Zimmerman, B. J. (2001). Self-regulation differences during athletic practice by experts, non-experts, and novices. Journal of Applied Sport Psychology, 13, 185-206.

Kitsantas, A. Kavussanu, M., Corbatto, D. B. & P. K.C. van de Pol. (2017). Self- regulation training in sports and performance. In D. Schunk & J. Greene (Eds), *Handbook of Self-Regulation of Learning and Performance* (pp. 194-207*).* New York, NY: Routledge.

Week 13

Bandura, A. (2005). The primacy of self-regulation in health promotion. *Applied Psychology: An International Review, 54*, 245-254.

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.

Week 14

McCoach, D. B., & Siegle, D. (2003). Factors that differentiate underachieving gifted students from high-achieving gifted students. *Gifted Child Quarterly, 47*, 144-154.

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

Kitsantas, A., Bland, L. & Chirinos, D. (2017). Gifted students' perceptions of gifted programs: An exploratory inquiry into their academic and social-emotional functioning. *Journal for the Education of the Gifted*, 40(3), 266-288. https://doi.org/10.1177/0162353217717033

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: A tribute to Barry Zimmerman* (pp. 59-78). Charlotte, NC: Information Age Publishing.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Self-Change Project Rubric

Criteria	Outstanding (3)	Competent (2)	Unsatisfactory (1/0)
Description of behavior	Clearly describes behavior, its history, attempts to change it, and controlling factors.	Describes only two of the four: behavior, history, attempts to change, controlling factors; or is unclear.	Describes less than two of the four: behavior, history, attempts to change, controlling factors.
Examples of similar studies	Briefly (2-4 sentences each) discusses at least two studies and explains how they are related.	Briefly discusses at least one study and how it is related.	Does not discuss any related studies.
Methods of measuring behavior	Clearly describes at least one specific the behavior change was measured over time.	Describes at least one specific way the behavior change was measured, but unclearly.	Does not describe at least one specific way the behavior change was measured.
Methods of intervention	Clearly describes the original plan for changing the behavior and relates that plan to class constructs.	Describes the original plan for changing the behavior but does not relate it to class constructs; or the description is unclear.	Does not describe the original plan for changing the behavior.
Description of findings	Describes what happened, using the methods of measurement and referring to the original intervention plan.	Describes what happened, but does not use the methods of measurement or refer to the original intervention plan.	Does not describe what happened.
Recommendations	Offers at least 1 specific recommendation for others attempting this same behavior change.	Offers only vague advice rather than specific recommendations.	Does not offer recommendations for others.

Research Proposal Rubric

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Content				
Introduction ● 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 ● 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	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 design, intervention, reliability and validity of data collection methods.	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.
Methods Describe • Participants • Measures & operational definitions of variables • Procedures • Components appropriate for selected methodological approach (quantitative/ qualitative)				

Data Analysis and Expected Results	Excellent description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	Adequate description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	Significant weaknesses in the description of statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	Appropriate data analysis techniques and or description of potential results were not provided.
Data Analysis and Expected Results • Describe data analysis plan • Discuss potential results				

Limitations and Educational Implications • 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 (in Introduction)	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	Fragments and unclear discussion; over-reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis