EDEP 654 – Learning, Motivation, and Self-Regulation
3 Credits, Fall 2020
Mondays, 4:30-7:10pm, Online Synchronous

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 will be delivered 100% online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason login name (everything before @masonlive.gmu.edu) and password.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (*note*: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - *Adobe Acrobat Reader*: https://get.adobe.com/reader/
  - *Windows Media Player*: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - *Apple Quick Time Player*: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials several times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late Work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** entirely self-paced. Students are expected to meet specific deadlines and due dates listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in prior to the due date, but must be turned by the due date. Late Work will not be accepted!

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course related issues. While campus is closed, plan to meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must

always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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

Professional Standards
Not applicable

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 below the tentative schedule in 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., via Blackboard).

Students are held to the standards of the George Mason University honor code. You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments. Assignments must be turned in on blackboard by midnight on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Assignments

1. Participation (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. 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. A portion of this includes:
- Bringing and submitting 3-5 discussion questions for each class based on the course readings.
- Participating in virtual class discussions regarding the course readings.
- Participating in Discussion Board activities as provided throughout the course.

2. Self-Reflective Practice (10%)

2.1 Autobiographical Sketch (5%)
In a 3 – 5-page paper, I want you to tell YOUR story.

Part 1:

This can be based on anything and everything that inspires you, but I want you to think more about and reflect on any important life experiences from school (as a student or teacher), sport, and/or in anything else that has involved performing a specific role (e.g., dance, music, videography, etc.). You will respond and share how those experiences impacted your life journey thus far. What moments or individuals have been most impactful? In other words, this is an opportunity to express the growth of your identity. This reflection on your prior experience(s) is important for this course in that it will help you directly connect the course content to your past and current lived experience. Be honest, authentic, and write a story which reflects your journey so far and the things that have impacted you as a student, teacher, and/or what has led you to expand your future as a professional in education.

Part 2:
I want you to think about and tell me why you are taking this course, what you expect to get out of the course, and what you think will be most meaningful from the course. Further, I want you to select 1 – 3 specific Self-Regulated Learning sub-processes and reflect on how the/ these processes have been incorporated into your educational practices or how you have been impacted by the SRL skill. The sub-processes should be derived from either the forethought, performance, or reflection phases of Zimmerman's SRL cyclical model.

> *Note*. You can share as little or as much as you would like to share when writing, but the purpose of this assignment is to take some time to reflect on your educational journey (*Part 1*) and use your prior experiences to build a frame of reference to recognize certain components of self-regulation (*Part 2*).

2.2 Inspirational Presentation (5%)
This 5 – 10-minute presentation should give the class the opportunity to see life through your eyes!! Reflect on you past and inform us on what has truly inspired you. You can talk about sports, music, movies, or any other personal experience(s) that have inspired you to be who you are today. This could be a reflection on important role models from the past and how they have impacted your life, or could be a specific experiences that changed how you thought about the world.

What you present:
You have full control over the method of delivery, so you can utilize technology to make a video, PowerPoint, Prezie or anything else that you may know of. You can play a movie excerpt or YouTube clip. You can read a letter or article that has meaning; present a book that has impacted your life; bring in a picture (or pictures); or talk about a specific experience growing up that has made a huge impact on you. Last but certainly not least… *Be Creative!!* Express yourself: this is your opportunity to show what is most important to you.

What you turn in online:
A brief description of your presentation. Tell me what it was that you presented (e.g., movie clip, film, pictures, ppt presentation, etc.), provide of copy of the presentation if possible (e.g., the link to the video/ film, attach the pictures or ppt document, etc.), and tell me why it is an inspiration to you.

3. Article critique on self-regulated learning and motivation (10%)

Students will be asked to identify an article on their own and write a critique of one empirical research article (i.e., original research article; can be either quantitative or qualitative). 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. More information about the critique can be found in Blackboard under the "Assignments" tab.

4. 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 as a virtual poster as a Discussion Board activity during the Week 11 (asynchronous week). More information about the poster format can be found in Blackboard under the "Assignments" tab.

5. Research proposal and presentation (40% and 10%, respectively)

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 *virtual poster presentation* at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines. More information about the proposal and virtual poster session can be found in Blackboard under the "Assignments" tab.

Grading

Grading (Assignments Outline)

Participation	10
Self-Reflective Practice	10
SRL Article Critique	10
Self-Change Project	20
Research Proposal: (written manuscript)	40
Research Proposal: (virtual poster presentation)	10
Total	**100**

Grading Scale (as %)

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 = below 70	

Professional Dispositions
Students are always expected to exhibit professional behaviors and dispositions. See
https://cehd.gmu.edu/students/polices-procedures/

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 https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Tentative Class Schedule

Week	Date	Topic	Readings	Assignment Due
1	Aug. 24	Course introduction Introduction to self-regulation **Synchronous Virtual Meeting**		
2	Aug. 31	Overview of self-regulation and SRL Research methods overview **Synchronous Virtual Meeting**	Schunk & Usher (2013)*Ch1 Zimmerman (1989) Zimmerman (2013)	
3	Sep. 7	No Class	Labor Day, university closed	
4	Sep. 14	Locating Empirical Research Motivational theories and self-regulation **Asynchronous Week** (see Course Content week 4 for more info)	Ford (1992, Ch 6) Lee, Lee, & Bong (2014) Zimmerman & Schunk (2008)	**Autobiographical Sketch** due Monday (11:59pm) Discussion Board Activity due Monday (11:59pm)
5	Sep. 21	Self-regulatory processes and dimensions **Synchronous Virtual Meeting**	Bembenutty (2013)*Ch6 Hadwin & Oshige (2011) Zimmerman (2008)	**Research Proposal: Submit topic of interest summary statement** due Monday (11:59pm) Begin data collection for self-change project
6	Sep. 28	Methods and measures for studying self-regulation **Synchronous Virtual Meeting**	Cleary et al. (2012) Meyer & Turner (2002) Zimmerman & Kitsantas (2007)	
7	Oct. 5	Development of self-regulation **Synchronous Virtual Meeting**	Cleary, Kitsantas, Pape, & Slemp (2018) Lau, Kitsantas, Miller, & Rodgers (2018) Wigfield, Klauda, & Cambria (2011)	**Research Proposal: Draft of introduction/ research questions** due Monday (11:59pm)

8	Oct. 13 **This is a Tuesday** *Due to Fall Break*	Promoting and supporting self- regulation and motivation **Asynchronous Week** (see Course Content week 8 for more info)	Karabenick & Berger (2013)*Ch8 Plant et al. (2005)	**Article Critique** due Tuesday (11:59pm) Discussion Board Activity due Monday (11:59pm)
9	Oct. 19	Self-regulation and academic development **Synchronous Virtual Meeting**	Herndon & Bembenutty (2017) Boekaerts & Minnaert (1999)	**Research Proposal: Draft of methods** due Monday (11:59pm)
10	Oct. 26	Self-regulation and academic development **Synchronous Virtual Meeting**	Cleary & Kitsantas (2017) Pajares & Miller (1994)	
11	Nov. 2	Self-regulation and academic development **Asynchronous Week** (see Course Content week 11 for more info)	McPherson, Nielsen, & Renwick (2013)*Ch12	**Self-change project** due Monday (11:59pm) Discussion Board Activity due Monday (11:59pm)
12	Nov. 9	Self-regulation and athletic performance **Synchronous Virtual Meeting**	Goffena & Horn (2020) Kitsantas, Kavussanu, Corbatto, & van de Pol (2017) Cleary & Zimmerman (2001)	
13	Nov. 16	Self-regulation and health behavior **Synchronous Virtual Meeting**	Bandura (2005) Clark & Zimmerman (1990) Kitsantas (2000)	
14	Nov. 23	Self-regulation and exceptional students **Asynchronous Week** (see Course Content week 14 for more info)	Wery & Nietfeld (2010) Kitsantas, Bland, & Chirinos, (2017) McCoach & Siegle (2003) Harris, Graham, & Santangelo (2013)*Ch3	**Draft of research proposal** due Monday (11:59pm) Discussion Board Activity due Monday (11:59pm)
15	Nov. 30	Conclusions and proposal poster presentations **Synchronous Virtual Meeting**		**Research Proposal:** Virtual Poster Session

	Dec. 14			**Research Proposal** due Monday (11:59pm)

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.

Sign up list for Inspirational Presentation				
Week #	**Date**	**Name 1**	**Name 2**	**Name 3**
1	Aug. 24	**Introduction Week**		
2	Aug. 31			
3	Sep. 7	Labor Day		
4	Sep. 14	**Asynchronous Week**		
5	Sep. 21			
6	Sep. 28			
7	Oct. 5			
8	Oct. 13 (**Tues**)	**Asynchronous Week**		
9	Oct. 19			
10	Oct. 26			
11	Nov. 2	**Asynchronous Week**		
12	Nov. 9			
13	Nov. 16			
14	Nov. 23	**Asynchronous Week**		
15	Nov. 30	**Conclusion Week**		

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.

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.

Week 12

Goffena, J. D., & Horn, T. S. (2020). The relationship between coach behavior and athlete self-regulated learning. *International Journal of Sports Science and Coaching*.

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.

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.

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.

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.

Participation and Attendance Rubric

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 in all Discussion Board activities and assignments and are turned in on time. The student actively participates and supports the members of the learning group and the members of the class and submits 3-5 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 actively participates in all Discussion Board activities and assignments and are turned in on time. The student makes some contributions to the learning group and class, and submits 3-5 discussion questions
Basic 7 points	The student is on time, prepared for class, and participates in group and class discussions. The student actively participates in most Discussion Board activities and assignments and are turned in on time. 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 and/or are submitted infrequently.
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. Discussion questions and Discussion Board activities and assignments are not submitted.
Note. These points add up to the total point value of the assignment.	

Autobiographical Sketch Rubric

Criteria	Outstanding (5)	Competent (4-3)	Unsatisfactory (2-1)
Reflection on Personal Experience	Clearly sketches and reflects on own experiences in applied educational settings (as a student or teacher, sport, other performance environments)	Generally or vaguely reflects on own experiences in applied educational settings (as a student or teacher, sport, other performance environments)	Does not reflect on own experiences in applied educational settings (as a student or teacher, sport, other performance environments)
Reflection on SRL Processes	References, describes, and/ or defines how the SRL process(es) is/are connected to personal experience. Minimum of 1-3 citations from credible/primary sources regarding ALL the 1-3 SRL processes.	References, describes, and/ or defines how the SRL process(es) is/are connected to personal experience. Minimum of 1-3 citations from credible/primary sources regarding SOME of the 1-3 SRL processes.	Does not reference SRL processes and does not cite sources.
Written Composition and Organization	Strongly uses proper writing composition (e.g., length of paragraphs, grammar) APA format (i.e., size 12 font, page numbering, double spaced, title page, reference page, etc.)	Generally uses adequate writing composition (e.g., length of paragraphs, grammar) APA format (i.e., size 12 font, page numbering, double spaced, title page, reference page, etc.)	Poor writing composition and does not adequately use APA format

Note. These points add up to the total point value of the assignment.

Inspirational Presentation Rubric

Criteria	Outstanding (5)	Competent (4-3)	Unsatisfactory (2-1)
Presentation	Clearly reflects on personal experience and provides specific examples Strong articulation and well executed with effective use of time	Generally reflects on personal experience and provides vague examples Generally articulate and well executed with effective use of time	Does not adequately reflect and provide examples Relayed incomplete or inappropriate information and poorly executed (i.e., under or over time)

Note. These points add up to the total point value of the assignment.

Article Critique Rubric

Criteria	Outstanding (2)	Competent (1)	Unsatisfactory (0)
Purpose & Supporting Literature (about ½ page)	Clearly explains article purpose and relates it to literature or policy issues. Outlined the specific theories/ topics being researched.	Explains article purpose clearly but does not relate it to anything.	Unclear explanation of article purpose and does not relate it to anything.
Methods (about ½ - 1 page)	Clearly explains (or points out absence of) basic elements: variables/constructs, measures, participants, procedures, and analytic techniques.	Clearly explains (or points out absence of) at least two basic elements: variables/constructs, measures, participants, procedures, and analytic techniques.	Only explains (or points out absence of) one basic element: variables/constructs, measures, participants, procedure, and analytic techniques; or explanation is unclear
Results & Discussion (about ½ - 1 page)	Outlines major results, including evidence (statistics for quantitative article, quotes or other support for qualitative article). Explains importance of the findings.	Partial outline of results, including evidence (statistics for quantitative article, quotes or other support for qualitative article). Does not include importance of findings.	Outlines major results, but does not discuss evidence. Does not include importance of findings.
Reflection & Critique (about ½ - 1 page)	Reflections are thoughtfully and fully developed with clear and meaningful connections to analysis. Critiques of at least two aspects of the article.	Reflections are developed and have clear connections to analysis. Critiques of at least one aspects of the article.	Reflective component is present but is under-developed or lacks connections to analysis. Critique of article is simplistic or does not show thoughtful engagement.
Proper Organization and APA Formatting	Writing is clear and APA style has minor or no errors.	Writing has stylistic, grammatical, or organizational issues OR there are significant errors in APA usage.	Writing has significant stylistic, grammatical, or organizational issues AND there are significant errors in APA usage.
Note. These points add up to the total point value of the assignment.			

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.
Proper Organization and APA Formatting		Writing is clear and APA style has minor or no errors.	Writing has stylistic, grammatical, or organizational issues OR there are significant errors in APA usage.
Note. These points add up to the total point value of the assignment.			

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 Describe • 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 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.
Data Analysis and Expected Results • Describe data analysis plan Discuss potential 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.

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
Note. These points <u>DO NOT</u> add up to the total point value of the assignment, instead they act as a guiding framework for the quality of the final product.				