

George Mason University
College of Education and Human Development
Program in Educational Psychology

EDEP 551 DL2 – Principles of Learner Motivation
3 Credits, Spring 2021
Tuesdays, 4:30-7:10pm, Online Synchronous

Faculty

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Prerequisites

None

University Catalog Course Description

Focuses on theories and concepts of human motivation, and examines strategies, techniques, and interventions that promote and sustain learner motivation.

Course Overview

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.

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:

- 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

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 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 demonstrate 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 from <http://www.apa.org>

Required Text

Required readings are available on Blackboard (please see below the tentative schedule in the syllabus for a detailed list)

Other Recommended Texts

Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning* (3rd Ed.). Routledge.

Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th Ed.). Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

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 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. 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.

As an additional form of class participation, students are expected to post weekly brief reflections on the assigned course readings. Students are encouraged to use these weekly reflections to raise questions and make connection between the course content and their own experiences. Reflections are to be posted on Blackboard under the Discussion Board by midnight on Monday prior to each class. Reflections should consist of (1) a reflection on interest (e.g., what did you find most interesting about the readings?), (2) a reflection on experience (e.g., what did you connect with the most from the readings?), and (3) a list of 3-5 questions about the readings. Students may miss two reflections without penalty.

2. Article critique on empirical motivational research (20%, 10% each)

Students will be asked to identify two articles on their own and write a critique of one quantitative empirical research article and one qualitative empirical research article related to motivation. Empirical articles are original research articles that are published in peer review journals; review articles and book chapters are not acceptable for this assignment. The critique should include the following parts: purpose, methods, results, and critical comments/ your own reflections about the article. Students should submit both (1) the written critique, and (2) a pdf copy of the article being critiqued. More information about the critique can be found in Blackboard under the “Assignments” tab. The first critique is due **April 6** by midnight and the second critique is due **April 20** by midnight.

3. Case Analysis Writing Assignment (30%; 10% each)

This assignment is a three-part assignment in which students will analyze classroom scenarios and apply the constructs discussed in class. See Blackboard under assignments for more information and specific instructions for each case assignment. Case Analysis 1 is due **February 16** by midnight, Case Analysis 2 is due **March 9** by midnight, and Case Analysis 3 is due **March 23** by midnight.

4. Final paper and virtual presentation (30% and 10%, respectively)

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). Students will submit (1) a format and topics outline (due **February 23** by midnight) and (2) a paper Check-In (due **March 30** by midnight) to show your progress. The final paper is due **May 4** by midnight.

Final paper content will be shared in a virtual video session and will be due on **April 27** by midnight and student peer-reviewed feedback to be submitted **April 30** by midnight. A copy of the poster materials should be sent to the instructor and the video attachment should be shared in the Discussion Board for peer-review. Additional guidelines and rubrics are provided in Blackboard.

Grading

Grading (Assignments Outline)	
Participation	10
Article Critiques (x2)	20
Case Analysis (x3)	30
Final Paper: (written manuscript)	30
Final Paper: (virtual 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/policies-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 not give or receive unauthorized assistance.
 - Plagiarism is also a violation of the honor code. Please note that:
 - “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
 (from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- 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	Jan. 26	Course Overview History & Introduction to Motivation	Pintrich & Schunk (2002) Koenka (2020) Graham & Weiner (2012) pp. 367-371	Discussion Board Introductions Due: Wednesday , Jan. 27 by Midnight Reply by Friday , Jan. 29 by Midnight
2	Feb. 2	Attribution Theory <i>Library searching techniques, peer-reviewed journals in educational psychology</i> <i>APA Organization and Formatting</i> <i>Final Paper Discussion</i>	Graham (2020) Graham & Weiner (2012) pp. 382-386 <i>Empirical article(s):</i> Graham & Barker (1990)	
3	Feb. 9	Social Cognitive Theory Self-Efficacy <i>Case Analyses Discussion</i>	Schunk & DiBenedetto (2020) Graham & Weiner (2012) pp. 374-375 <i>Empirical article(s):</i> Usher & Pajares (2006)	<i>Case Analysis 1 Assigned</i>
4	Feb. 16	Expectancy-Value Theory Introduction to Self-Determination Theory	Eccles & Wigfield (2020) Graham & Weiner (2012) pp. 372-374 <i>Empirical article(s):</i> Flake et al. (2015) Berger et al. (2019) Ryan & Deci (2020) Graham & Weiner (2012) pp. 376-378	Case Analysis 1 Due: Tuesday , Feb. 16 by Midnight
5	Feb. 23	SDT continued Intrinsic Motivation and Extrinsic Rewards <i>Motivation Debate</i>	<i>Read in this order:</i> Deci, Koestner, & Ryan (2001) Cameron (2001) Deci, Ryan, & Koestner (2001)	Final Paper topics and format Due: Tuesday , Feb. 23 by Midnight

			Covington (2000)	
6	Mar. 2	Autonomy Support	<i>Empirical article(s):</i> Kiefer & Pennington (2017) Sierens et al. (2009) Jang (2008) Reeve & Jang (2006)	<i>Case Analysis 2 Assigned</i>
7	Mar. 9	Achievement Goal Theory: Goal Orientations and Implicit Beliefs	Urdan & Kaplan (2020) Haimovitz & Dweck (2017) Graham & Weiner (2012) pp. 375-376; pp. 378-380 <i>Empirical article(s):</i> Daniels et al. (2008)	Case Analysis 2 Due: Tuesday , Mar. 9 by Midnight
8	Mar. 16	Self-Regulation and Grit for Achievement	Graham & Weiner (2012) pp. 380-382 Zimmerman (2013) Credé (2018) <i>Empirical article(s):</i> Muenks et al. (2016)	<i>Case Analysis 3 Assigned</i>
9	Mar. 23	Achievement Motivation Theories Reexamined Situating Motivation	Anderman (2020) Nolen (2020)	Case Analysis 3 Due: Tuesday , Mar. 23 by Midnight
10	Mar. 30	<i>Motivation, Instruction, & the Social Context: Teacher Feedback and Classroom Influences</i> <i>Article Critique Discussion</i>	Brookhart (2008) <i>Empirical article(s):</i> Zumbrunn et al. (2016) Meusen-Beekman et al. (2016)	Final Paper Check-In Due: Tuesday , Mar. 30 by Midnight
11	Apr. 6	<i>Motivation, Instruction, & the Social Context: Classroom and School Influences</i>	Juvonen (2007) <i>Empirical article(s):</i> Anderman et al (2011) Patrick et al (2003)	Article Critique 1 Due: Tuesday , Apr. 6 by Midnight
12	Apr. 13	<i>Motivation, Instruction, & the Social Context: Peer & Family Influences</i>	<i>Empirical article(s):</i> Peer articles: Buhs et al. (2006)	

			Bissel-Havran & Locken (2009) <i>Empirical article(s):</i> Parent articles: Urdan et al. (2007) Suizzo et al. (2016)	
13	Apr. 20	Final Paper Prep Week: <i>Individual Meetings</i>		Article Critique 2 Due: Tuesday , Apr. 20 by Midnight
14	Apr. 27	Final Class Meeting Course Conclusion	Wigfield & Koenka (2020) Graham & Weiner (2012) pp. 389-393 Usher (2018)	Final Paper Virtual Presentation Due: Tuesday , Apr. 27 by Midnight Peer Response Due: Friday , Apr. 30 by Midnight
15	May 3 – 10	Final Week Exam Period		Final Paper Due: Tuesday , May 4 by Midnight

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

Participation and Attendance Rubric

<p>Distinguished 10 points</p>	<p>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 reflections (interest and experience) and 3-5 well thought out discussion questions related to the readings for the session.</p>
<p>Proficient 9-8 points</p>	<p>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 reflections (interest and experience) and 3-5 discussion questions</p>
<p>Basic 7 points</p>	<p>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. Lacking detailed reflections (interest and experience) and less than 3 discussion questions are submitted and/or are submitted infrequently.</p>
<p>Unsatisfactory 6 points or less</p>	<p>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. Reflections and discussion questions are not submitted.</p>
<p><i>Note.</i> These points add up to the total point value of the assignment.</p>	

Article Critique Rubric

Criteria	Outstanding	Competent	Unsatisfactory
Purpose & Supporting Literature (about ½ page) (1 pt. total)*	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) (2 pts. total)*	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) (2 pts. total)*	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 1 ½ - 2 pages) (4 pts. total)*	Reflections are thoughtfully and fully developed with clear and meaningful connections to analysis. Critiques of at least four aspects of the article.	Reflections are developed and have clear connections to analysis. Critiques of just two or three 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 (1 pt. total)*	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.			