

George Mason University
College of Education and Human Development
Educational Psychology

EDEP654: 001 – Learning, Motivation and Self-Regulation
3 Credits, Fall 2022

Aug 22, 2022 – Dec 14, 2022 | Thompson Hall 1018 – Monday 4:30 – 7:10 pm

Faculty

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Prerequisites/Co-requisites

Recommended Prerequisites: EDEP 550, EDEP 551

University Catalog Course Description

EDEP 654 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

This course will be delivered in a hybrid format. This is a mix of face-to-face and online instruction. It will consist of lectures, group discussions, in-class activities and individual/group assignments

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.

Learner Outcomes and 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

Upon completion of this course, students will have met the following program standards:

Standard 1. Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

Standard 2. Candidates will apply their knowledge of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to read and critique relevant products of research.

Standard 4. Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

Standard 5. Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

Required Readings

Instead of a textbook, this course will consist of the following readings:

Week 1:

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, (422).

Week 2:

Ford, M. E. (1992) Motivating humans: Goals, emotions, and personal agency beliefs. Newbury Winne, P. H., & Marzouk, Z. (2019). *Learning strategies and self-regulated learning*. <https://doi.org/10.3389/fpsyg.2017.00422>

Week 4:

McCardle, L., Webster, E. A., Haffey, A., & Hadwin, A. F. (2017). Examining students' self-set goals for self-regulated learning: Goal properties and patterns. *Studies in Higher Education*, 42(11), 2153-2169. <https://doi.org/10.1080/03075079.2015.1135117>

Week 5:

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments, *Journal of personality and social psychology*, 77(6), 1121. <https://doi.org/10.1037/0022-3514.77.6.11215>

Week 6:

Snyder, K. E., Malin, J. L., Dent, A. L., & Linnenbrink-Garcia, L. (2014). The message matters: The role of implicit beliefs about giftedness and failure experiences in academic self-handicapping. *Journal of Educational Psychology*, 106(1), 230. <https://psycnet.apa.org/doi/10.1037/a0034553>

Wäschle, K., Allgaier, A., Lachner, A., Fink, S., & Nückles, M. (2014). Procrastination and self-efficacy: Tracing vicious and virtuous circles in self-regulated learning. *Learning and instruction*, 29, 103-114.

Week 7:

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

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). Taylor and Francis. <https://doi.org/10.1007/s11218-018-9431-4>

Week 8:

Kramarski, B., & Revach, T. (2011). The Role of Self-Regulated Learning in the Professional Development of Elementary Mathematics Teachers. *International Approaches to Professional Development for Mathematics Teaching*, 182-193.

Additional required multi-media resources are available on Blackboard.

Recommended Texts

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation*. Academic Press.
- Schunk, D. H., & Zimmerman, B. (Eds.). (2011). *Handbook of self-regulation of learning and performance*. Taylor & Francis.

Course Schedule

Class/Week	Date	Topic & Mode	Activities	Activities Due
1	Aug 22, 2022	Introduction <i>Synchronous online</i>	Reading: Panadero (2007) Assignment: SRL model summary	Aug 28, 2022, 11:59pm,

2	Aug 29, 2022	Comparing SRL models <i>In person</i>	Reading: Ford (1992), Winne & Marzouk (2019) Assignments: 1) Prepare an inspirational presentation 2) Questions about motivation	Sep 11, 2022, 11:59pm
3	Sep 5, 2022	No class		
4	Sep 12, 2022	Motivation and SRL <i>In person</i>	Reading: McCardle et al., (2017) Assignment: Autobiographical sketch	Sep 19, 2022, 11:59pm
5	Sep 19, 2022	Self-regulatory processes and meta-cognition <i>Asynchronous online</i>	Reading: Kruger & Dunning (1999), multi-media resources on Blackboard Individual meetings Assignment: 1) Begin data collection for self-change project 2) Experience SRL measures 3) Self-change strategies discussion	Sep 26, 2022, 11:59pm
6	Sep 26, 2022	Methods and measures for studying self-regulation <i>In person</i>	Reading: Snyder et al., (2014), Wäschle et al., (2014) Assignment: What is counterproductive SRL?	Oct 2, 2022, 11:59pm
7	Oct 3, 2022	Productive vs. counterproductive SRL <i>Asynchronous online</i>	Reading: Lau et al., (2018), Wigfield et al., (2011) Assignment: Research proposal – introduction draft	Oct 9, 2022, 11:59pm
8	Oct 10, 2022	Development of self-regulation <i>Asynchronous online</i>	Reading: Kramarski et al., (2011) Assignments: 1) Article critique 2) Article discussion activity	Oct 16, 2022, 11:59pm
9	Oct 17, 2022	Promoting and supporting self-regulation and motivation <i>In person</i>	Assignment: 1) Research proposal – methods draft 2) Supportive SRL discussion activity	Oct 23, 2022, 11:59pm
10	Oct 24, 2022	Self-regulation interventions	Assignment: Individual differences discussion activity	Oct 30, 2022, 11:59pm

		<i>In person</i>		
11	Oct 31, 2022	Individual differences in self-regulation <i>Asynchronous online</i>	Reading: TBD Assignment: Analysis discussion activity	Nov 6, 2022, 11:59pm
12	Nov 7, 2022	Topic of your choice <i>Synchronous online</i>	Assignment: Prepare a self-change project presentation	Nov 13, 2022, 11:59pm
13	Nov 14, 2022	Self-change project presentations <i>In person</i>	Assignment: Prepare for the individual meeting	Nov 20, 2022, 11:59pm
14	Nov 21, 2022	Research project workshop <i>Synchronous online</i>	Individual meetings Assignment: Prepare your research proposal presentation	Nov 27, 2022, 11:59pm
15	Nov 28, 2022	Research proposal presentations, reflection <i>In person</i>	Assignment: Final research proposal report	Dec 4, 2022, 11:59pm

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

Course Performance Evaluation

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.

2.1 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 phase of the SRL cycle: (1) task definition, (2) planning, (3) performance, (4) adaptation.

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 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.

For your presentation, you have full control over the method of delivery, so you can utilize technology to make a video, PowerPoint, Prezi 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.

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. 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 as a poster 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 scale:

A+ = 98 – 100%

A = 93 – 97.9%

A- = 90 – 92.9%

B+ = 88 – 89.9%

B = 83 – 87.9%

B- = 80 – 82.9%

C = 70 – 79.9%

F = 69.9 or less

Graded Activities

Activity	Percentage
Participation	10%
Self-Reflective Practice: Autobiographical Sketch & Inspirational Presentation	10%
SRL Article Critique	10%
Self-Change Project	20%
Research Proposal	40%
Poster Presentation	10%
Total	100%

Professional 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/>.

Classroom Climate

You are encouraged to discuss and share ideas with your classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that learners appreciate diverse perspectives, that they listen respectfully and let everyone speak. If you have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as "Dr. Patzak" or "Mrs. Patzak" in email and verbally.

Individual accommodations: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all learners by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Communication

The Blackboard site for this course is the primary channel of communication. Please check the Blackboard course regularly for updates (at least 5 times a week). Please use the Blackboard discussion board, email function, and office hours.

- Discussion board: Please check the discussion board regularly. You are strongly encouraged to post questions about assignments in the discussion board. You are likely not the only one who has this question. Consider the discussion board as an extra resource for getting extra help with assignments.
- Email communication should be restricted to questions related to sensitive, confidential information, such as questions about grades, personal circumstances requiring accommodations, etc.
 - Emails will be returned within 2 business days and may not be returned on weekends/holidays.
 - When you send an email to me, please put EDEP654 at the beginning of the subject line.
- Office hours provide the opportunity to ask and discuss questions about the course materials or activities you may have.

Should you have concerns that you may not be able to fully participate or engage in any of the activities listed below, please do not hesitate to contact me by e-mail. We can discuss alternative arrangements that suit your needs.

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu

Participation and Attendance Rubric

Distinguished 9-10%	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%	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%	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% or less	he 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.
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Note. These points add up to the total point value of the assignment.

Autobiographical Sketch Rubric

Criteria	Outstanding (5)	Competent (4-3)	Unsatisfactory (2-0)
Reflection on Personal Experience	Clearly sketches and reflects on own experiences in applied educational settings (as a student or teacher, in sports, other performance environments)	Generally, or vaguely reflects on own experiences in applied educational settings (as a student or teacher, in sports, other performance environments)	Does not reflect on overall experiences in applied educational settings (as a student or teacher, in sports, or other performance environments)
Reflection on SRL Processes	References, describes and/or defines how the SRL process(es) is/are connected to personal experiences. Minimum of 1-3 citations from credible/primary sources regarding ALL the 1-4 SRL processes.	References, describes and/or defines how the SRL process(es) is/are connected to personal experiences. Minimum of 1-3 citations from credible/primary sources regarding SOME the 1-4 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 (2-0)
Presentation	Clearly reflects on personal experience and provides specific examples with clear connection to SRL theory.	Reflects on personal experiences with examples, but reflection and/or examples are vague and could be more closely connected to SRL theory.	Reflection is not provided and/or vague, with no or inappropriate examples. Connection to SRL theory is unclear or missing.

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

Article Critique

Criteria	Outstanding (3)	Competent (2)	Unsatisfactory (1-0)
Purpose and supporting literature (approx. 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 (approx. 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 and discussion (approx. 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 and critique (1/2 – 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.
Paper 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,	Describes less than two of the four: behavior, history, attempts to change, controlling factors.

		controlling factors; or is unclear.	
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 discuss at least one specific way the behavior change was measured.
Method 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.	Writing has stylistic, grammatical or organizational issues OR there are significant errors in APA usage.
Recommendations	Offers at least 1 specific recommendation for others attempting this same behavior change.	Offers only vague advice rather than specific recommendations.	Does not describe what happen.
Report organization and APA style formatting	Writing is clear and APA style has minor or no errors.		Does not offer recommendations for others

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

Research Proposal Rubric

Criteria	Outstanding (4)	Competent (3)	Approaching (2)	Unsatisfactory (1-0)
Introduction • Describe the purpose, theoretical basis, and significance of the study • Review relevant studies	Excellent introduction that addressed all 4 criteria. The theoretical basis and significance of the study has been established and grounded in previous research.	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.

<ul style="list-style-type: none"> • Identify gaps in the literature • Establish how the proposed study addresses gaps 				
<p>Research Questions and/or Hypotheses</p> <ul style="list-style-type: none"> • State clearly • Establish significance • Be able to test/research • Ground in existing theory and research 	Excellent research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research.	Adequate research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research with some weaknesses.	Significant weaknesses in research question(s)/hypothesis(es) (i.e., they were not clearly stated, significant, testable/researchable, and/or grounded in existing theory and research).	The research questions/hypotheses were not provided.
<p>Methods Describe</p> <ul style="list-style-type: none"> • Participants • Measures & operational definitions of variables • Procedures • Components appropriate for selected methodological approach (quantitative/qualitative) 	Excellent description of the methodology including participants, measures/operational definitions of variables, and procedures. Additional components relevant to selected methodological approach (quantitative/qualitative) were fully addressed. These components may include 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.
<p>Data Analysis and Expected Results</p> <ul style="list-style-type: none"> • Describe data 	Excellent description of appropriate statistical techniques (descriptive, inferential statistics)	Adequate description of appropriate statistical techniques (descriptive, inferential statistics for	Significant weaknesses in the description of statistical techniques (descriptive, inferential	Appropriate data analysis techniques and or description of potential

analysis plan Discuss potential results	for quantitative research) and/or coding procedures (qualitative research) and potential results.	quantitative research) and/or coding procedures (qualitative research) and potential results.	statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	results were not provided.
Limitations and Educational Implications - Identify limitations - Describe implications of proposed work	Excellent discussion of appropriate limitations and educational implications of proposed work.	Adequate discussion of appropriate limitations and implication of proposed work. Some critical limitations or implications were not provided.	Significant weaknesses in the discussion of limitations and implications of the proposed work.	Discussion of limitations or educational implications was not provided.
Additional Elements:				
Use of Peer-Reviewed Research	Contains references to 10 or more relevant empirical	Contains references to at least 10, the majority of which are relevant	Contains references to 10 studies but most are irrelevant	
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 DO NOT add up to the total point value of the assignment, instead they act as a guiding framework for the quality of the final product