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

EDEP 654. 001 – Learning, Motivation and Self-Regulation
3 Credits, Fall 2023
Mondays, 4:30- 7:10 PM | Thompson Hall, Room 1020—Fairfax Campus
Hybrid Course

Faculty
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Prerequisites/Corequisites
Recommended Prerequistes- EDEP 550: Theories of Learning and Cognition, EDEP 551: Principles of Learner Motivation

University Catalog Course Description
EDEP 654 focuses on theories and research on self-regulation of academic learning. Presents multidimensional 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 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. Online instruction will be delivered via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- 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.

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 at least 2 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** 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.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can 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

Upon completion of this course, students will have met the following professional 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 Texts

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

Week 1:

None

Week 2:

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for
    research. *Frontiers in Psychology*, 8, (422). https://doi.org/10.3389/fpsyg.2017.00422

Winne, P. H., & Marzouk, Z. (2019). *Learning strategies and self-regulated learning.*
    https://doi.org/10.3389/fpsyg.2017.00422

Week 3:

None

Week 4:

Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs.* Newbury.
    **Chapter 6

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:

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*(2), 240-264. https://doi.org/10.1177/016146811111300204

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), 1121-1134. https://doi.org/10.1037/0022-3514.77.6.11215

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background,
    methodological developments, and future prospects. *American Educational Research
    Journal, 45*(1), 166-183. https://doi.org/10.3102/0002831207312909

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. https://doi.org/10.1155/2012/428639

Meyer, D. K., & Turner, J. C. (2002). Using instructional discourse analysis to study the scaffolding
    of student self-regulation. *Educational Psychologist, 37*(1), 17-25.
    https://doi.org/10.1207/00461520252828528

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. https://doi.org/10.1016/j.learninstruc.2013.09.005

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. *Social Psychology of Education, 21(*1), 603-620. https://doi.org/10.1007/s11218-018-9431-4

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:

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). 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*(1), 96-116. https://doi.org/10.1016/j.cedpsych.2004.06.001

Week 9:

Cleary, T. J., & Kitsantas, A. (2017). Motivation and self-regulated learning influences on middle school mathematics achievement. *School Psychology Review, 46*(1), 88-107. https://doi.org/10.17105/SPR46-1.88-107

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*(2), 193–203. https://doi.org/10.1037/0022-0663.86.2.193

Week 10:

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. https://doi.org/10.1016/j.paid.2016.08.027

Boekaerts, M., & Minnaert, A. (1999). Self-regulation with respect to informal learning. *International Journal of Educational Research, 31*(6), 533-544. https://doi.org/10.1016/S0883-0355(99)00020-8

Week 11:

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*(2), 185–206. https://doi.org/10.1080/104132001753149883

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). Routledge.

Week 12:

Bandura, A. (2005). The primacy of self-regulation in health promotion. *Applied Psychology: An International Review, 54*(2), 245-254. https://doi.org/10.1111/j.1464-0597.2005.00208.x

Kitsantas, A. (2000). The role of self-regulation strategies and self-efficacy perceptions in successful weight loss maintenance. *Psychology & Health: An International Journal, 15*(6), 811-820. https://doi.org/10.1080/08870440008405583

Week 13:

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

Wery, J. J., Nietfeld, J. L., (2010). Supporting self-regulated with exceptional children. *Teaching Exceptional Children, 42*(4), 70-78. https://doi.org/10.1177/00400599100420040

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. https://doi.org/10.1016/B978-012109890-2/50030-5

Schunk, D. H., & Zimmerman, B. (Eds.). (2011). *Handbook of self-regulation of learning and performance.* Taylor & Francis. https://doi.org/10.4324/9780203839010

Course Performance Evaluation

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

It is expected that each of you will:
1. Read all assigned materials for the course
2. Create a case study and provide an analysis *
3. Participate in classroom activities that reflect critical reading of materials
4. Write a research proposal and present it in a poster session *
5. Complete a self-change project*
6. Attend each class session

Late assignments will not be accepted by the instructor unless a serious emergency arises and the instructor is notified promptly.

Course Assignments

1. Self-Regulatory Functioning across Domains: Creating, Reviewing, and Analyzing an Actual Case Study (Total 20%: Case study 10%; Analysis 10%)
Case Study
Think about a situation that you (or someone else) have trouble applying/engaging in self-regulation (e.g., managing a chronic illness, completing a class assignment, completing

work assignments, eating healthy, driving safely, etc.). Write a detailed description of the situation/problem (1-2 single space pages) in a case study format. Be as detailed as possible (see sample case study on Bb and guidelines).

Analysis

A peer will then review the case study and the content will be revised before submitted for grading. Once the content of the case studies is revised, the peer reviewer will provide an in-depth analysis and recommendations (1-2 single space pages, excluding tables, figures, appendices, etc.). Specifically using principles/findings from self-regulated learning research, peer reviewers will provide specific recommendations on how to support and promote attainment of the goal of the case study. The case study assigned peer reviewer along with the case study author will discuss the case study and accompanied analysis in class for about 10 minutes.

2. Self-Change Project (20%)

Students must select some aspect of their behavior that they wish to improve, and then design and implement a self-change project. Using a single subject design, students will incorporate an intervention based on a self-regulation theoretical approach to change a particular aspect of their behavior (e.g., academic learning, health, motor learning). Students will write a detailed description of their targeted behavior, method and design for their intervention, and findings/discussion of the results. Students will also present their project orally in class.

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

Students will write a research proposal that focuses on the area of self-regulated learning and motivation in a specific content area of interest. The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines.

4. Class Participation and Attendance (10%)

Because of the importance of lecture and discussion to your total learning experience, you are encouraged to attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude of the course and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor as soon as they are able and are responsible for completing all assignments and readings for the next class. Participation includes:

- Bringing and submitting 3-5 discussion questions for each class based on the week's readings.
- Patripcaitng in virtual and in-person class discussions regarding the course readings.
- Participating in Discussion Board activities provided throughout the course.

Rubric for Participation and Attendance

Distinguished 9-10 points	The student attends all classes, is on time, is prepared, and follows outlined procedures in case of absence. The student actively participates and supports the members of the learning group and the members of the class.
Proficient 8 points	The student attends all classes, is on time, is prepared, and follows outlined procedures in case of absence. The student makes active contributions to the learning group and class.
Basic 7 points	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.
Unsatisfactory 6 points or fewer	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.

Grading

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

Professional Dispositions

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

Class Schedule

Week	Date	Topic & Mode	Reading and Activities Due
1	Aug. 21	Course Introduction *Synchronous Online*	
2	Aug. 28	Comparing Models of SRL Research Methods Overview *Synchronous Online*	Readings: Panadero (2017) Winne & Marzouk (2019)
3	Sept. 4	**Labor Day, University Closed**	

4	Sept. 11	Motivation and SRL Locating Empirical Research *In Person*	Readings: McCardle, Webster, Haffey, & Hadwin (2017) Ford (1992) *Chapter 6 Assignments: Paragraph of Case Study Due
5	Sept. 18	Self-Regulatrory Processes and Metacognition *In Person*	Readings: Hadwin & Oshige (2011) Kruger & Dunning (1999) Zimmerman (2008) Assignments: Submit Topic of Interest Summary Statement *Five Empirical Studies (APA style)* **Begin data collection for self-change project **
6	Sept. 25	Methods and Measures for Studying Self-Regulation *Synchronous Online*	Readings: Cleary, Callan, & Zimmerman (2012) Meyer & Turner (2002) Wäschle, Allgaier, Lachner, Fink, & Nückles (2014) Assignments: Discussion of Case Studies
7	Oct. 2	Development of Self-Regulation *In Person*	Readings: Lau, Kitsantas, Miller, & Rodgers (2018) Wigfield, Klauda, & Cambria (2011) Assignments: *Draft of introduction section (including research questions) of proposal*
8	Oct. 10 *Tuesday	Promoting and Supporting Self-Regulation and Motivation *Synchronous Online*	Readings: Karabenick & Berger (2013) Plant, Ericsson, Hill, & Asberg (2005) Assignments: None Due
9	Oct. 16	Self-Regulation and Academic Development *Synchronous Online*	Readings: Cleary & Kitsantas (2017) Pajares & Miller (1994) Assignments: *Draft of method section of proposal*

10	Oct. 23	Self-Regulation and Academic Development *In Person*	Readings: Boekaerts & Minnaert (1999) Herndon & Bembenutty (2017) Assignments: None Due
11	Oct. 30	Self-Regulation and Athletic Performance *In Person*	Readings: Cleary & Zimmerman (2001) Kitsantas, Kavussanu, Corbatto, & van de Pol (2017) Assignments: Case Studies Due
12	Nov. 6	Self-Regulation and Health Behavior Self-Change Project Presentations *Synchronous Online*	Readings: Bandura (2005) Kitsantas (2000) Assignments: Self-Change Project Due
13	Nov. 13	Self-Regulation and Gifted Students *Asynchronous Online*	Readings: Kitsantas, Bland, & Chirinos (2017) Wery & Nietfeld (2010) Assignments: Draft of Research Proposal Due
14	Nov. 20	Presentation of Case Studies and Analyses *In Person*	Assignments: Case Study Analysis Due
15	Nov. 27	Research Project Workshop *Synchronous Online*	
16	Dec. 4	Conclusions and Research Proposal Poster Presentions *In Person*	Assignments: Research Proposal **Poster** Due
	Dec. 11	Research Proposal Due	

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

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 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.

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