Learning, Motivation, and Self-Regulation

“Self-regulated learning refers to self-generated thoughts, feelings, and actions intended to attain specific goals.”
Barry J. Zimmerman

George Mason University, Graduate School of Education

Dr. Anastasia Kitsantas
EDEP 654 001
Spring, 2004

Class Meeting: ST, Room 122, M 4:30-7:10 PM
Office: Robinson Hall, Room 353
Office Hours: MT 1-4:00 PM
Phone: (703) 993-2688
E-mail: akitsant@gmu.edu
Other hours may be arranged by appointment.

Course Description: 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 Objectives

• Students will be able to develop a broad and in-depth understanding of the fields of learning, motivation, and self-regulation as they are applied to education
• Students will be able to interpret, organize, and utilize research findings in the area of self-regulation and motivation
• Students will be able to 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
• Students will be able to discuss and evaluate the impact of instructional and parenting practices on students’ self-regulation and motivation
• Students will be able to discuss the social factors involved in the development of student self-regulation
• Students will be able to discuss and evaluate theory and research on factors that influence the impact of goals on students’ self-regulation and self-efficacy
• Students will be able to develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
• Students will be able to develop and reinforce their critical thinking, oral, and writing skills
RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

The program goals are consistent with the following Learner-Centered Psychological Principles outlined by the American Psychological Association Presidential Task Force in Education (APA, Division 15).

• 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 and Emotional Influences on Learning
• Principle 8: Intrinsic Motivation to Learn
• Principle 9: Effects of Motivation on Effort
• Principle 11: Social Influences on Learning
• Principle 13: Learning and Diversity

For more information please see:

Course Methodology: This course consists of lectures, group and electronic discussions, in class activities, and individual/group assignments.

Required Text


Optional Texts


Assigned required reading list

Please see last page of the syllabus.
Course Requirements

It is expected that each of you will:
1. Read all assigned materials for the course
2. Critique, present/discuss assigned articles in class *
3. Participate in classroom activities that reflect critical reading of materials
4. Complete one HW assignment in measurement of self-regulation and motivation *
5. Write a research proposal and present in a poster session *
6. Attend each class session

*Late assignments will not be accepted by the instructor. If an emergency occurs please notify the instructor in advance.

Course Evaluation

1. Research proposal and presentation: Students will write a research proposal that focuses in 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.

2. Measurement of self-regulated learning and motivation: Students will be asked to describe how self-regulation and motivation are currently measured, identify 2 published instruments used to measure student self-regulated learning and motivation, and present validity and reliability evidence of these instruments.

3. Article critiques on self-regulated learning and motivation: Students will be asked to write critiques of two assigned articles. The critiques 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 assigned articles in class.

4. Class participation and attendance policy: Because of the importance of lecture and discussion to your total learning experience, I wish to encourage you to both 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 implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. Late assignments will not be accepted unless a serious emergency arises and the instructor is notified promptly.
# RUBRIC FOR PARTICIPATION AND ATTENDANCE

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Distinguished (9-10 pts.)</th>
<th>Proficient (8 pts.)</th>
<th>Basic (7 pts.)</th>
<th>Unsatisfactory (6 or less pts.)</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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## Grading Policy

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Evaluation of research articles (2)</td>
<td>10 pts each/20pts</td>
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<tr>
<td>Measurement of self-regulated learning and motivation</td>
<td>10 pts</td>
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<tr>
<td>Research proposal</td>
<td>50 pts</td>
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<tr>
<td>Presentation of research proposal (Poster Session)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>10 pts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 pts</strong></td>
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**Honor Code**

All evaluations and homework will be taken under the GMU Honor Code. Students are expected to abide by the honor code set forth in the current edition of the Student Handbook. All exams, assignments and papers are honor work. That means that students must not give nor receive any unauthorized assistance. While members of a team may collaborate on written paper assignments, they may not give or receive assistance from other teams. Plagiarism is also a violation of the honor code. The University’s Honor Code guidelines for academic honesty are at: [http://mason.gmu.edu/~montecin/plagiarism.htm](http://mason.gmu.edu/~montecin/plagiarism.htm)

**Learning Disabilities**

Students with any type of documented disability that may interfere with their learning in this class may negotiate a reasonable accommodation with the instructor. If you have not contacted the Office of Disability Services, and you have a disability please make sure to register for services.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNED READING</th>
<th>WORK DUE</th>
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</table>
| Jan 26 | Review syllabus
Introduction and Overview                                 |                                       |                                               |
| Feb 2  | Historic origins of research on self-regulated learning and motivation | Z (1989b)-
(Chapter 1)
F (1992)-
(Chapter 6) | In class assignment #1
Compare and contrast different theoretical perspectives |
| Feb 9  | Self-regulation and motivation
A social cognitive perspective                                           | Z (2000;1989a)
B (1997)                                        | Article Critique #1 (TBA)
Topic of Interest
Summary statement/
Annotated Bibliography |
S (1994)
F (1992)--
(Chapter 4 &5) | Assignment #1 due:
Measurement of self-regulated learning and motivation
Article Critique #2 (TBA) |
| Feb 23 | Development of self-regulation and motivation                           | Chapter 1 (book)
Z & B ( in press)
F (1992)-
(Chapter 7) | Article Critique #3 (TBA)
In class Assignment #2
Discuss development of SR
and Motivation       |
| Mar 1  | Self-regulation/motivation of academic performance --- reading           | Chapter 3 (book)
B & P (1994) | Article Critique #4 (TBA)                                                                 |
| Mar 8  | **No Class/Spring Break**                                               |                                       |                                               |
| Mar 15 | Self-regulation/motivation of academic performance--- writing           | Chapter 2 (book)
G & H (1994)
Z & K (1999) | Introduction of the proposal/outline of the methods section. (draft)
Article Critique #5 (TBA) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Resource</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td></td>
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<td>Article Critique #6 (TBA)</td>
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<td>Apr 12</td>
<td>AERA Conference</td>
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<tr>
<td>Apr 19</td>
<td>Self-regulation/motivation and learning disabilities</td>
<td>Chapter 8 (Book)</td>
<td>First draft of the research proposal for instructor’s feedback</td>
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<td>Article Critique #9 (TBA)</td>
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<td>Apr 26</td>
<td>Future Directions in self-regulation and motivation research</td>
<td>Chapter 11 (Book)</td>
<td>In class assignment #3</td>
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<td>Suggestions for future research in self-regulated learning and motivation</td>
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<td>May 3</td>
<td>Conclusions</td>
<td></td>
<td>POSTER SESSION</td>
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<tr>
<td>May 10</td>
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<td></td>
<td>Research proposal due</td>
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</table>
**Reading List**


