

Learning, Motivation, and Self-Regulation

“Students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 1989).

George Mason University College of Education and Human Development

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EDEP 654 001

Class Meeting: Robinson A, Room 350, Thursday 4:30-7:10 PM

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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.

Learner Outcomes

- 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:

American Psychological Association (1997). Learner-Centered Psychological Principles:

Guidelines for the Teaching of Educational Psychology in Teacher Education Programs.

Retrieved October 14, 2002 from <http://www.apa.org>

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

Required Texts

Schunk, D.H., & Zimmerman, B.J. (2008). *Motivation and self-regulated learning: Theory, research, and applications*: Laurence Erlbaum Associates, New York, NY.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to Learn with Integrative Learning Technologies (ILT): A Practical guide for academic success*. Information Age Publishing.

Optional Texts

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation*. Academic Press.

Ee, J., Chang, A. & Tan, O.S. (2004). *Thinking about Thinking*. Europe (UK). Mc Craw-Hill.

Elliot, A.J., & Dweck, C.S. (2005). *The handbook of competence and motivation*. Guilford Press.

Ford, M.E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage Publications.

Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. American Psychological Association

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 an article in class *
3. Participate in classroom activities that reflect critical reading of materials
4. Write a research proposal and present in a poster session *
5. Complete a Self-Change Project*
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. Self-Change Project: Students must select some aspect of their behavior which 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-Regulated Learning Theory to change a particular aspect of their behavior (e.g., academic learning, health, and motor learning). Students will present their project orally in class.

3. Article critique on self-regulated learning and motivation: Students will be asked to identify and write a critique of one empirical research article. 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.

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

	LEVEL OF PERFORMANCE			
ELEMENT	Distinguished (9-10 pts.)	Proficient (8 pts.)	Basic (7 pts.)	Unsatisfactory (6 or less pts.)
Attendance & Participation	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.	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.	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.	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 Policy

Evaluation of research article	10pts
Self-Change Project	20 pts
Research proposal	50 pts
Presentation of research proposal (Poster Session)	10 pts
Class Participation and Attendance	10 pts
TOTAL	100 pts

College of Education and Human Development Statement of Expectations

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.
Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

EDEP 654: Tentative Course Organization and Schedule

DATE	TOPIC	ASSIGNED READING	WORK DUE
Sept 2	Review syllabus Introduction and Overview		
Sept 9	Research Methods: An Overview Historic origins of research on self-regulated learning and motivation	Z (1989b)- (Chapter 1) F (1992)- (Chapter 6)	
Sept 16	Self-regulation and motivation A social cognitive perspective	Chapter 1 (book K&D) Z (1989a) B (1997)	Topic of Interest Summary statement Five empirical studies (APA style)
Sept 23	Dimensions and processes of academic self-regulation and motivation	Z&K (2005) Z (2000) Chapters 5 & 6 (Book K&D)	Article Critique (TBA)
Sept 30	Development of self-regulation and motivation	Chapter 1 (Book S & Z) F (1992)- (Chapter 7)	Article Critique (TBA)
Oct 7	Promoting and supporting self-regulated learning and motivation	Chapters, 3, 4, & 9 (Book K&D)	Introduction of the proposal/outline of the methods section (draft)
Oct 14	Self-regulation/motivation- Reading, Writing & Math Also note: Guest Speaker	Chapter 7 (Book, S&Z) D & E (2000) Z & K (1999)	Article Critique (TBA)

Oct 21	Self-regulation/motivation-- Reading, Writing, & Math	Chapter 8 (Book S&Z) P&M (1994) Chapter 2 (Book K&Z)	Methods of research proposal (draft) Article Critique (TBA)
Oct 28	Self-regulation/motivation-- Athletic performance	Chapter 5 (Book S&Z) E & C (1994) K & Z & C (2000)	Article Critique (TBA)
Nov 4	Self-regulation/motivation-- Health Behavior	Chapter 11 (Book S & Z) C & Z (1990) K (2000) K & Z (2000)	Self-Change Project due and Presentations
Nov 11	No Class (Assigned Readings)	Chapters 7 & 8 (Book K&D) Chapter 12 (Book S & Z)	
Nov 18	Self-regulation/motivation-- Exceptional students	Chapter 10 (Book S&K) G & G (2004)	First draft of the research proposal for instructor's feedback Article Critique (TBA)
Nov 25	Thanksgiving Recess		
Dec 2	Future Directions in Self-Regulation and Motivation Research	Chapter 15 (Book S&Z) Chapter 10 (Book, K&D)	Article Critique (TBA)
Dec 9	Conclusions Last class		POSTER SESSION
Dec 16			Research proposal due

Reading List

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman. Chapter 3.
- Clark, N. M., & Zimmerman, B. U. (1990). A social cognitive view of self-regulated learning about health. *Health Education Research, 5*, 371-379.
- Dembo, M., & Eaton, M. (2000). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal, 100*(5), 472-490.
- Ericsson, K. A., & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist, 49*, 725-747.
- Ford, M.E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage Publications. Chapter 6 & 7.
- Gottfried, A. E., & Gottfried, A.W. (2004). Toward the development of a conceptualization of gifted motivation. *Gifted Child Quarterly, 48*(2), 121-132.
- Kitsantas, A. (2000). The role of self-regulation strategies and self-efficacy perceptions in successful weight loss maintenance. *Psychology & Health, An International Journal, 15*, 811-820.
- Kitsantas, A., & Zimmerman, B.J. (2000). Self efficacy, activity participation, and physical fitness of asthmatic and non-asthmatic adolescent girls. *Journal of Asthma, 32*(2), 163-174.
- Kitsantas, A., Zimmerman, B.J., & Clearly, T. (2000). The role of observation and emulation in the development of athletic self-regulation. *Journal of Educational Psychology, 92*(4), 811-817.
- Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology, 86*, 193-203.
- Zimmerman, B.J. (1989a). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*, 329-339.
- Zimmerman, B.J. (1989b). Models of self-regulated learning and academic achievement.

- In B.J. Zimmerman & D. H. Schunk Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice*. New York: Springer
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Seidner (Eds.), *Self-regulation: Theory, research, and applications* (pp. 13-39). Orlando, FL: Academic Press.
- Zimmerman, B.J., & Kitsantas, A. (2005). *The Hidden dimension of personal competence: Self-Regulated Learning and Practice*. In A. J. Elliot and C. S. Dweck (Eds.), *Handbook of Competence and Motivation*. New York: Guilford Press.
- Zimmerman, B.J., & Kitsantas, A. (1999). Developing writing revision skill: Shifting from process to outcome self-regulatory goals. *Journal of Educational Psychology, 91*, 1-10.

Rubric***Research Proposal Rubric***

Students will write a research proposal that focuses on one self-regulatory process (e.g., self-monitoring, goal-setting, etc.), 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. The paper should include 1) an introduction/literature review, summarizing the theory and key constructs, and identifying research questions/hypotheses 2) method section (i.e., participants, measures, procedures, if needed a description of intervention and design), and 3) discussion of data analysis approach, expected results, limitations, and educational implications. Papers must be handed in on time and must adhere to the APA Publication Manual Guidelines.

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Content				
Introduction <ul style="list-style-type: none"> • Describe the purpose, theoretical basis, and significance of the study • Review relevant studies • Identify gaps in the literature • Establish how the proposed study addresses gaps 	Excellent introduction that addressed all 4 criteria. The theoretical basis and significance of the study has been established and grounded in previous research.	Adequate introduction that addressed all 4 criteria with some weaknesses. The theoretical basis and significance of the study has been established and grounded in previous research.	Significant weaknesses in all criteria or 1 or 2 criteria were not addressed.	3 to 4 criteria were not addressed. The introduction is unacceptable.
Research Questions and/or Hypotheses <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 question(s)/hypothesis(es) were not provided.
Methods <ul style="list-style-type: none"> • Describe <ul style="list-style-type: none"> ○ Participants ○ Measures/Operational definitions of variables ○ Procedures ○ Components appropriate for selected 	Excellent description of the methodology including participants, measures/operational definitions of variables, and procedures. Additional components relevant to selected methodological approach (quantitative/	Adequate description of the methodology including participants, measures/operational definitions of variables, procedures, and additional components relevant to selected methodological approach (quantitative/	Significant weaknesses in description of the methodology including participants, measures/operational definitions of variables, procedures, and additional components relevant to selected methodological approach	A coherent and appropriate method section was not provided.

methodological approach (quantitative/ qualitative)	qualitative) were fully addressed. These components may include design, intervention, reliability and validity of data collection methods.	qualitative) but with some weaknesses.	(quantitative/ qualitative).	
Data Analysis and Expected Results <ul style="list-style-type: none"> Describe data analysis plan Discuss expected results 	Excellent description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Adequate description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Significant weaknesses in the description of statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.	Appropriate data analysis techniques and or description of expected results were not provided.
Limitations and Educational Implications <ul style="list-style-type: none"> Identify limitations Discuss implications of proposed work 	Excellent discussion of appropriate limitations and educational implications of proposed research.	Adequate discussion of appropriate limitations and educational implications. Some critical limitations or implications were not addressed.	Significant weaknesses in the discussion of limitations and educational implications. Few were identified and/or were inappropriate.	Discussion of limitations and educational implications was not provided.
<i>Additional Elements</i>				
Use of Peer-Reviewed Research	Contains references to 10 or more relevant empirical studies	Contains references to at least 10, the majority of which are relevant	Contains references to 10 studies but most are irrelevant	Does not include at least 10 peer reviewed studies.
Discussion of the Literature	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	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis
Abstract	Clearly and sequentially conveys the content of paper	Gives a general overview of paper topic, but no sequential elaboration of contents	Does not provide a clear representation of paper contents	Not provided
Writing Style	Paper is coherent, concise and well structured with a clear purpose.	Paper is coherent, concise and well structured with a clear purpose and few errors.	Paper conveys the main points of the topic but additional polish is needed	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content

Technical Merit (spelling, grammar, typographical errors)	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
Citation of sources	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
Paper guidelines and APA style (e.g., references, levels of heading, margins)	APA guidelines were followed	APA guidelines were followed with a few instances of incorrect formatting and style	APA guidelines were used but there are several instances of incorrect formatting and style.	APA style was not used.