

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY**

**EDEP 551, section 001
Principles of Learner Motivation**

**Spring 2011
Wednesday 7:20pm – 10:00pm
Robinson B Room 103**

PROFESSOR

Name: Michelle M. Buehl, PhD

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Office location: Robinson A Room 353 E (Note: This will change to West Rm 2104 during the semester)

Office hours: Mon. 3:00pm- 4:00pm, Wed. 4:00pm – 6:00pm or by appointment

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COURSE DESCRIPTION

This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn, and examine strategies, techniques and interventions that promote and sustain learner motivation.

NATURE OF COURSE DELIVERY

This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (<http://courses.gmu.edu>). Students are responsible for any information posted on the course site.

REQUIRED TEXT

Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning*. Mahwah, NJ: Lawrence Erlbaum.

A list of additional required readings is provided at the end of this document.

STUDENT OUTCOMES

- Students will be able to describe the important characteristics of historical and contemporary theories of motivation
- Students will be able discuss the motivational theories as they pertain to instructional design
- Students will be able to produce appropriate strategies for enhancing learner motivation in light of motivational problems
- Students will be able to describe ways of measuring the motivational effectiveness of instruction
- Students will be able to develop a personal approach for enhancing student motivation
- Students will be able to develop an understanding of the types of accommodations that are appropriate for the motivation of culturally diverse and exceptional learners
- Students will be able to read and critically evaluate current research of motivational theories
- Students will be able to understand the role of goals, emotions, and beliefs on learner motivation
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational & Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Affect
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information see: American Psychological Association (1997). *Learner-centered psychological principles: A framework for school redesign and reform*. Retrieved October 14, 2002 from <http://www.apa.org>

COURSE REQUIREMENTS (% OF FINAL GRADE)

Attendance and Participation (10%)

Because of the importance of lecture and classroom discussions to students' total learning experience, each student is expected to come to class on time and participate in class discussions and activities. Assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

Critical Questions and Online Discussion (10%)

To facilitate class discussion, students are expected to post 5 critical questions/comments about the content over the semester. The 5 critical questions/comments should be reflective of 5 *different* class meetings. Questions are to be posted in Blackboard by **4pm** the **Tuesday** prior to the class in the appropriate discussion board. Additional postings on Blackboard may also be assigned throughout the semester, in which case specific guidelines will be provided and posted on Blackboard.

Article Abstracts (20%--10% each)

Each student will prepare two abstracts based on the topics and empirical articles assigned in the syllabus for two different class meetings. The first abstract is to be done in pairs. For the second abstract, students may choose to work individually or in a pair. ***Abstracts are due on the day the reading is scheduled. The first abstract is to be submitted by 3/9.*** Abstracts should be posted on Blackboard by noon the day the reading is scheduled and a hard copy should be brought to class. Abstract guidelines and rubric are provided in Appendix B.

Midterm Writing Assignment (30%)

There will be a midterm assignment in which students will analyze and apply the constructs discussed in class. ***The assignment will be given out on 3/9 and is due on 3/30.***

Final Paper and Poster Presentation (30%--Paper: 25%; Poster: 5%)

There are three final paper options: 1) literature review, 2) research proposal, or, 3) instructional intervention/motivation design paper (i.e., apply principles of motivation and learning to a chosen context). Paper format and topics should be submitted to the instructor in writing by 3/3. Contact the instructor before this date to discuss plans for the final paper. ***The final paper is due by 4:30pm 5/11. Late papers will not be accepted unless prior arrangements have been made.***

Final paper content will be shared with the class in a poster fair on 5/4. A copy of the poster materials should be sent to the instructor by 9am 5/2. Additional guidelines and rubrics will be provided.

Students' final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
Please note that:
 - “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

ADDITIONAL CLASS POLICIES***Paper Format***

Papers not following this format may be automatically reduced by up to a letter grade.

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

Students are encouraged to print on both sides of paper or to use recycled paper.

Late Assignments

Assignments are due at the start of class on the assigned due date. If an assignment must be turned in late or outside of class, students may give the assignment to me in person or leave the assignment in my faculty mailbox (Robinson A Room 309). If an assignment is left in my mailbox, send an email to indicate that it is there. **DO NOT** slide assignments under my office door and **DO NOT** send them to me via email without prior agreement. Assignments submitted this way will not be accepted or graded and will be considered missing. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Computer Use in Class

During class time, please refrain from checking email or conducting activities on the computer that are not directly related to the class session.

TENTATIVE COURSE SCHEDULE (3/9/11)

Date	Topic	Assigned Readings
Wed. 1/26	<i>SNOW DAY</i>	
Wed. 2/2	Course Overview History & Introduction to Motivation Attribution Theory	Pintrich & Schunk (2002) Chapter 1 (overview of history and research methodology) Alderman (2008) Chapter 2 Dweck (2002) Graham & Barker (1990)
Wed. 2/9	Self-Efficacy Self-Worth	Alderman (2008) Chapter 3 pp. 66-81 Usher & Pajares (2006) Alderman (2008) Chapter 3 pp. 81-86
Wed. 2/16	Expectancy-Value Theory Self-Determination	Wigfield & Eccles (2000) Read one of the following:** Durik, Vida, & Eccles (2006) Cole, Bergin, & Whittaker (2008) Ryan and Deci (2000)
Wed. 2/23	Intrinsic-Extrinsic Motivation	Alderman (2008) Chapter 8 252-264 Read in this order: Deci, Koestner, & Ryan (2001) Cameron (2001) Deci, Ryan, & Koestner (2001) Covington (2000)
Wed. 3/2	Autonomy Support	Alderman (2008) Chapter 8 pp. 244-250 Read two of the following:** Reeve & Jang (2006) Jang (2008) Jang, Reeve, and Deci (2010)
Wed. 3/9	Goal Orientations	Alderman (2008) Chapter 3 pp. 86-104 Read two of the following: ** Turner et al. (2002) Patrick & Ryan (2009) Daniels et al. (2008) <i>Article Abstract I & Paper Topics due Midterm Assignment assigned</i>
Wed. 3/16	SPRING BREAK—NO CLASS	

**Post your choice of articles on Blackboard

Wed. 3/23	Goals, Self-Regulation, and Volition	Alderman (2008) Chapters 4 & 5 Dresel & Haugwitz (2008)
Wed. 3/30	Motivation, Instruction, & the Social Context: Evaluation and Feedback	Alderman (2008) Chapter 8 pp. 264-272 Brookhart (2008) Shute (2008) handout <i>Midterm Assignment due</i>
Wed. 4/6	Motivation, Instruction, & the Social Context: Identity and Belongingness	Alderman (2008) Chapter 7 Chapter 8 237-244 Read <i>two</i> of the following: ** Rodgers (2008) Eccles et al. (2006) Nichols (2008) Wang & Holcombe (2010)
Wed. 4/13	AERA—NO CLASS Motivational Problems & Instruction: Video Analysis Online Activity	Brophy (2004) Chapters 4 & 8
Wed. 4/20	Motivation, Instruction, & the Social Context: Parents and Peers	Juvonen (2007) Read <i>one</i> of the following Parent articles: ** Urda et al. (2007) Fulton & Turner (2007) Read <i>one</i> of the following Peer articles: ** Buhs et al. (2006) Bissel-Havran & Locken (2009) <i>Article Abstract II due</i>
Wed. 4/27	Motivation, Instruction, & the Social Context: Motivational Interventions	Alderman (2008) Chapter 9 Wentzel & Wigfield (2007) Read <i>one</i> of the following: ** Balfanz, Herzog, & MacIver (2007) Guthrie, McRae, & Klauda (2007) Hudley, Graham, & Taylor (2007)
Wed. 5/4	Conclusions <i>Poster Fair</i>	 <i>Copy of poster materials to Dr. Buehl 9am 5/2</i>
Wed. 5/11		<i>Final Paper due by 7:20pm</i>

**Post your choice of articles on Blackboard

Required Course Reading List

- Balfanz, R., Herzog, L., & MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist, 42*(4), 223-235.
- Bissell-Havran, J. M., & Loken, E. (2009). The role of friends in early adolescents' academic self-competence and intrinsic value for math and english. *Journal of Youth and Adolescence, 38*(1), 41-50.
- Brookhart, S. M. (2008). Feedback that fits. *Educational Leadership, 65*(4), 54-59.
- Brophy, J. E. (2004). *Motivating students to learn*. New York: McGraw-Hill.
- Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: processes that mediate the relation between peer group rejection and children's classroom engagement and achievement?. *Journal of Educational Psychology, 98*(1), 1-13.
- Cameron, C. (2001). Negative effects of reward on intrinsic Motivation-A limited phenomenon; Comment on Deci, Koestner, and Ryan (2001). *Review of Educational Research, 71*, 29- 42
- Cole, J. S., Bergin, D. A., & Whittaker, T. A. (2008). Predicting achievement for low stakes tests with effort and task value. *Contemporary Educational Psychology, 33*(4), 609-624.
- Covington, M. V. (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science, 9*, 22-25.
- Daniels, L. M., Haynes, T. L., Stupinsky, R. H., Perry, R. P., Newall, N. E., & Pekrun, R. (2008). Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. *Contemporary Educational Psychology, 33*(4), 584-608.
- Deci, E. L., Ryan, R. M., & Koestner, R. (2001). The pervasive negative effect of rewards on intrinsic motivation: Response to Cameron (2001). *Review of Educational Research, 71*, 43-51.
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research, 71*, 1-27
- Dresel, M., & Haugwitz, M. (2008). A computer-based approach to fostering motivation and self-regulated learning. *Journal of Experimental Education, 77*(1), 3-18.
- Durik, A., Vida, M., & Eccles, J. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology, 98*(2), 382-393.
- Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance in surprising ways. In J. Aronson (Eds.) *Improving academic achievement* (pp. 38-60). San Diego: Academic Press.
- Eccles, J. S., Wong, C. A., & Peck, S. C. (2006). Ethnicity as a social context for the development of African-American adolescents. *Journal of School Psychology, 44*(5), 407-426.
- Fulton, E., & Turner, L. A. (2008). Students' academic motivation: relations with parental warmth, autonomy granting, and supervision. *Educational Psychology, 28*(5), 521-534.
- Graham, S., & Barker, G. B. (1990). The down side of help: An attributional-developmental analysis of helping behavior as a low-ability cue. *Journal of Educational Psychology, 85*, 7-14.
- Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist, 42*(4), 237-250.

- Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist*, 42(4), 251-260.
- Jang, H. (2008). Supporting students' motivation, engagement, and learning during an uninteresting activity. *Journal of Educational Psychology*, 100(4), 798-811.
- Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It's not autonomy support or structure, but autonomy support and structure. *Journal of Educational Psychology*, 102, 588-600.
- Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist*, 42, 197-208.
- Nichols, S. L. (2008). An exploration of students' belongingness beliefs in one middle school. *Journal of Experimental Education*, 76(2), 145-169.
- Patrick, H. & Ryan, A. M., (2009). What do students think about when evaluating their classroom's mastery goal structure? An examination of young adolescents' explanations. *The Journal of Experimental Education*, 77(2), 99-123.
- Pintrich, P. R., & Schunk, D. H. (2002). Motivation: Introduction and historical foundations. In *Motivation in education: Theory, research, and applications* (pp. 1-50). Englewood Cliffs: Prentice Hall.
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98(1), 209-218.
- Rodgers, K. A. (2008). Racial identity, centrality and giftedness: an expectancy-value application of motivation in gifted African American students. *Roepers Review*, 30(2), 111-120.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.
- Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E. M., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance strategies in mathematics: A multimethod study. *Journal of Educational Psychology*, 94(1), 88-106.
- Urduan, T., Solek, M., & Schoenfelder, E. (2007). Students' perceptions of family influences on their academic motivation: a qualitative analysis. *European Journal of Psychology of Education*, 22(1), 7-21.
- Usher, E. L., & Pajares, F. (2006). Sources of academic and self-regulatory efficacy beliefs of entering middle school students. *Contemporary Educational Psychology*, 31, 125-141.
- Wang, M., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47(3), 633-662.
- Wentzel, K. R., & Wigfield, A. (2007). Motivational interventions that work: Themes and remaining issues. *Educational Psychologist*, 42(4), 261-271.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25, 68-81.

Appendix A Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- Be punctual, present (in mind and body), and well prepared for class.
- Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

- 4 = Student *consistently* demonstrated the criterion throughout the semester.
- 3 = Student *frequently* demonstrated the criterion throughout the semester.
- 2 = Student *intermittently* demonstrated the criterion throughout the semester.
- 1 = Student *rarely* demonstrated the criterion throughout the semester.
- 0 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score	<i>Grade Allocation</i>		
		Point Range		
		Plus	Standard	Minus
a)		A	16	15
b)		B	13	11-12
c)		C		8-9
d)		F		≤ 7
TOTAL	_____			

Appendix B
Article Abstract Guidelines and Rubric (20%)

Each student is required to prepare two abstracts based on the assigned readings for two different class meetings. Abstracts are due the day the reading is scheduled in the syllabus. Abstracts should be emailed to the professor by noon the day the reading is scheduled and a hard copy should be brought to class.

CONTENT**Theoretical/Review Article**

1. The topic
2. The purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the article
3. The sources used (e. g., personal observation, published literature)
4. The conclusion(s) (include implications or applications)
5. Your critique (impressions) and discussion of implications

Empirical Article

1. The problem
2. The experimental method (methodology)
3. The findings/results
4. The conclusion(s) (include implications or applications)
5. Your critique (impression) and discussion of implications

FORMAT

The abstract should

- Include a cover page
- Be 3-6 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

ARTICLE ABSTRACT RUBRIC

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Summary <i>Summarize important aspects of article</i>	Provides a clear and complete summary of the article including all necessary components.	Summary of the article is mostly complete but lacks some components, clarity, or understanding.	Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the article is brief, incomplete, unclear, and/or incorrect.
Analysis <i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</i>	Gives a complete analysis of the article, relating specific examples to justify critique.	Analysis may be somewhat limited or includes few examples to justify critique.	Analysis is limited and/or lacks examples to justify critique.	Gives little or no analysis of study and lacks examples to justify critique.
Implications <i>Discuss implications for the article for research or practice</i>	Relates article to personal situation with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking personal connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws few or no implications for practice or research.
Integration of Course Work <i>Demonstrate knowledge and use of course content</i>	Shows thorough understanding of content and use of course materials and guidelines to support critique.	Shows some understanding of content and use of course readings and guidelines to support critique.	Shows limited understanding of course content and use of course readings and guidelines to support critique.	Shows no understanding of course content or use of course readings and guidelines to support critique.
APA Style <i>Use APA style and formatting</i>	Uses concise, coherent, well-organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

TOTAL = _____

Grade Allocation

Point Range

	Plus	Standard	Minus
A	20	18-19	17
B	16	15	14
C		12-13	
F		≤ 11	
