

# 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

**Dr. Anastasia Kitsantas**

**Fall, 2012**

**EDEP 654 001**

**Class Meeting:** Thompson Hall, L018, Wednesday 4:30-7:10 PM

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**Office Hours:** Wednesday 1:30-3:00 PM

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Other hours may be arranged by appointment.

### **Catalog Description**

Focuses on theories and research on self-regulation of academic learning. Presents multidimensional conceptual framework for studying and applying self-regulation in educational contexts.

### **Prerequisites**

EDEP 550, 551.

### **Learner Outcomes**

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.

- 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

### **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 available on Blackboard**

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 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. 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-regulation theoretical approach to change a particular aspect of their behavior (e.g., academic learning, health, motor learning, etc.). 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**

	<b>LEVEL OF PERFORMANCE</b>			
<b>ELEMENT</b>	<b>Distinguished (9-10 pts.)</b>	<b>Proficient (8 pts.)</b>	<b>Basic (7 pts.)</b>	<b>Unsatisfactory (6 or less pts.)</b>
<b>Attendance &amp; Participation</b>	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
<b>TOTAL</b>	<b>100 pts</b>

## 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/>].

### EDEP 654: Tentative Course Organization and Schedule

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNED READING</b>	<b>WORK DUE</b>
Aug 29	Review syllabus Introduction and Overview		
Sept 5	Research Methods: An Overview  Historic origins of research on self-regulated learning and motivation	Z (1989b)- (Chapter 1) F (1992)- (Chapter 6)	
Sept 12	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 19	Dimensions and processes of academic self-regulation and motivation	Z&K (2005) Z (2008) Chapters 5 & 6 (Book K&D)	Article Critique (TBA) Begin data collection for self-change project
Sept 26	Development of self-regulation and motivation	Chapter 1 (Book S&Z) F (1992)- (Chapter 7)	Article Critique (TBA)
Oct 3	Promoting and supporting self-regulation and motivation: An emphasis on learning technologies	Chapters, 3, 4, & 9 (Book K&D) N&E (2012)	Introduction section of the proposal  Article Critique (TBA)
Oct 10	Self-regulation/motivation- Reading, Writing & Math	Chapter 7 (Book, S&Z) D & E (2000)	Article Critique (TBA)

	Also note: Guest Speaker	Z & K (1999)	
Oct 17	Self-regulation/motivation-- Reading, Writing, & Math	Chapters 8, 10 (Book S&Z) P&M (1994)	Methods of research proposal (draft) Article Critique (TBA)
Oct 24	<b>No Class-please see assigned readings</b>	Chapters 7 & 8 (Book K&D) Chapter 12 (Book S & Z)	
Oct 31	Self-regulation/motivation-- Athletic performance	Chapter 5 (Book S&Z) K & Z & C (2000)	Article Critique (TBA)
Nov 7	Self-regulation/motivation-- Health Behavior	Chapter 11 (Book S & Z) C & Z (1990) K (2000) K & Z (2000)	Self-Change Project & Self-Change Presentations
Nov 14	Self-regulation/motivation-- Exceptional students	W&N (2010) G & G (2004)	First draft of the research proposal for instructor's feedback Article Critique (TBA)
Nov 21	<b>No Class-Thanksgiving Recess</b>		
Nov 28	Future Directions in Self- Regulation and Motivation Research	Chapter 15 (Book S&Z) Chapter 10 (Book, K&D)	Article Critique (TBA)
Dec 5	Conclusions <b>Last class</b>		POSTER SESSION
Dec 12			Research proposal due

### Reading List

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman. Chapter 2.
- 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.
- 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.
- Nandagopal, K. & Ericsson, K.A. (2012). *Enhancing students' performance in traditional education: Implications from the expert–performance approach and deliberate practice*. In Harris, Karen R. (Ed); Graham, Steve (Ed); Urdan, Tim (Ed); McCormick, Christine B. (Ed); Sinatra, Gale M. (Ed); Sweller, John (Ed), (2012). *APA educational psychology handbook, Vol 1: Theories, constructs, and critical issues.*, (pp. 257-293). Washington, DC, US: American Psychological Association. doi: [10.1037/13273-010](https://doi.org/10.1037/13273-010)
- 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.
- Wery, J.J., Nietfeld, J.L., (2010). Supporting self-regulated with exceptional children. *Teaching Exceptional Children*, 42(4), 70-78.
- 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. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183. doi: [10.3102/0002831207312909](https://doi.org/10.3102/0002831207312909)
- 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) a 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.

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<b>Content</b>				
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Describe the purpose, theoretical basis, and significance of the study</li> <li>• Review relevant studies</li> <li>• Identify gaps in the literature</li> <li>• Establish how the proposed study addresses gaps</li> </ul>	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.
<b>Research Questions and/or Hypotheses</b> <ul style="list-style-type: none"> <li>• State clearly</li> <li>• Establish significance</li> <li>• Be able to test/research</li> <li>• Ground in existing theory and research</li> </ul>	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.
<b>Methods</b> <ul style="list-style-type: none"> <li>• Describe <ul style="list-style-type: none"> <li>○ Participants</li> <li>○ Measures/Operational definitions of variables</li> <li>○ Procedures</li> <li>○ Components appropriate for selected</li> </ul> </li> </ul>	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).	
<b>Data Analysis and Expected Results</b> <ul style="list-style-type: none"> <li>Describe data analysis plan</li> <li>Discuss expected results</li> </ul>	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.
<b>Limitations and Educational Implications</b> <ul style="list-style-type: none"> <li>Identify limitations</li> <li>Discuss implications of proposed work</li> </ul>	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>				
<b>Use of Peer-Reviewed Research</b>	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.
<b>Discussion of the Literature</b>	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
<b>Abstract</b>	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
<b>Writing Style</b>	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

<b>Technical Merit (spelling, grammar, typographical errors)</b>	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
<b>Citation of sources</b>	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
<b>Paper guidelines and APA style (e.g., references, levels of heading, margins)</b>	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.