

Advanced 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 822 001

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

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Course Description: Examines the development of self-regulatory and motivational processes as they relate to educational practice. Emphasis is placed on how these processes influence students' self-motivation and achievement in various domains.

Prerequisites: EDUC 800, 805; EDLE 802; and EDRS 810

LEARNER OUTCOMES

This course is designed to enable students to:

- develop a broad and in-depth understanding of the theories of motivation and self-regulation as they are applied to educational 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 theory and research on the impact of specific self-regulatory processes on students' motivation and achievement
- 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 TEXT

*Bembenutty, H., Clearly, T., & Kitsantas, A., (2013). *Self-regulated learning applied across diverse disciplines. A Tribute to Barry J. Zimmerman*. Information Age Publishing.

*Text is expected to be released in late January 2013.

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*. San Diego: Academic Press.

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

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

Schunk, D.H., & Zimmerman, B.J. (2011) *Handbook of Self-Regulation of Learning and Performance*. New York: Routledge.

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

Schunk, D.H., & Zimmerman, B.J. (1998). *Self-regulated learning: From teaching to self-reflective practice*. New York: Guilford Press.

Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington D.C: 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. Complete 1 assignment*
5. Write a research proposal and present in a poster session *
6. Complete the Self-Change Project
7. 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. Comparison of motivation and self-regulated learning theoretical perspectives: Students will be asked to develop a chart and compare and contrast theoretical models of motivation and self-regulated learning.

3. 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. Students will present their project orally in class.

4. Article critique on self-regulated learning and motivation: Students will be asked to identify and write a critique of one empirical research article related to assigned readings. 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. Students will also discuss the theoretical framework of the article based on the assigned readings.

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
Comparison of motivation and self-regulated learning theoretical perspectives	10pts
Self-Change Project	10 pts
Research proposal	50 pts
Presentation of research proposal (Poster Session)	10 pts
Class Participation and Attendance	10 pts
TOTAL	100 pts

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development at George Mason University is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For additional information about the core values, please visit our website. See <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website. See <http://gse.gmu.edu/>

For additional information on the Certificate in Data-Driven Decision-Making, please visit our website. See <http://gse.gmu.edu/programs/edpsych/academics/certificate>

For additional information about the advanced degrees in Educational Psychology, please visit our website. See <http://gse.gmu.edu/programs/edpsych/>

EDEP 822: TENTATIVE COURSE ORGANIZATION AND SCHEDULE

DATE	TOPIC	ASSIGNED READING	WORK DUE
Jan 23	Review syllabus Introduction and Overview		
Jan 30	Research Methods: An Overview Historic Origins of Research on Self-Regulated Learning and Motivation I	Z (1989b) F (1992)- Chapter 6 (Book)	
Feb 6	Historic Origins of Research on Self-Regulated Learning and Motivation II	Z (1989a) Z (2008)	
Feb 13	Self-regulation and motivation A social cognitive perspective	Z (2000) B (1997) S & U (2013) Chapter, Assigned Book	Due: Compare and contrast different theoretical perspectives of self-regulation and motivation Article Critique (2)
Feb 20	Dimensions and processes of self-regulation and motivation	Z & K (2005) H & K (2012) C & L (2013) Chapter, Assigned Book	Due: Topic of Interest Summary statement/ 10 empirical studies (APA style) Article Critique (2)
Feb 27	Development of self-regulation and motivation	Z & K (2005) F (1992) Chapter 7 (Book) Z&K (1997) B (2013) Chapter,	Article Critique (2) Begin Self-Change Project

		Assigned Book	
Mar 6	Self-Regulation/Motivation: Goals	Z & K (1999) P (2000) D & W (2013) Chapter, Assigned Book	Due: Draft introduction of the proposal & outline of the methods section. Article Critique (2)
Mar 13	NO CLASS – SPRING BREAK		
Mar 20	Self-Regulation/Motivation: Beliefs	P & M (1994) Z & K (2007) McP, N. & R (2013) Chapter, Assigned Book	Due: Methods of research proposal (draft) Article Critique (2)
Mar 27	NO CLASS Self-Regulation/Motivation: Mentoring Students	S (1998) C&K (2008) D & W (2013) Chapter, Assigned Book	Continue working on Self- Change Project
April 3	Self-Regulation/Motivation: Strategies and Metacognition	K (2002) V (2013) Chapter, Assigned Book H, G, & S (2013) Chapter, Assigned Book	Article Critique (2)
April 10	Self-Regulation/Motivation: Attributions	S (1994) M (2013) Chapter, Assigned Book	Due: Self-Change Project Article Critique (2)
April 17	Self-Regulation/Motivation: Self-Monitoring and Self- Evaluation	K & Z (2006) E & W (2007) P, B, & O (2013) Chapter, Assigned Book	Due: Self-Change Project Informal Presentations

April 24	Self-Regulation/Motivation: Help Seeking	R, G, & M (1998) K & B (2013) Chapter, Assigned Book	Due: Self-Change Project Informal Presentations Continued Due: First draft of the research proposal for instructor's feedback Article Critique (2)
May 1	LAST CLASS Future Directions in Self- Regulation and Motivation Research Conclusions	K, D, H, & D (2013) Chapter, Assigned Book	Due: Poster Session
May 8			Due: Final Research Proposal

READING LIST

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Crede, M., & Kuncel, N. (2008). Study habits, skills and attitudes: The third pillar supporting academic performance. *Perspectives on Psychological Science, 3* (6), 425-453
- Ericsson, K. A., & Ward, P. (2007). Capturing the naturally occurring superior performance of experts in the laboratory: Toward a science of expert and exceptional performance. *Current Directions in Psychological Science, 16*, 346-350.
- Ford, M.E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: Sage Publications (Chapters, 6 & 7).
- Kitsantas, A. (2002). Test preparation and test performance: A self-regulatory analysis. *Journal of Experimental Education, 70*(2), 101-113.
- Kitsantas, A., Zimmerman, B.J. (2006). Enhancing self-regulation of practice: The influence of graphing and self-evaluative standards. *Metacognition and Learning, 3*(1), 201-212.
- 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.
- Patterson-Hazley, M., & Kiewra, K.A., (2012). Conversations with four highly productive Educational Psychologists: Patricia Alexander, Richard Mayer, Dale Schunk, and Barry Zimmerman. *Educational Psychology Review, 1-27* DOI 10.1007/s10648-012-9214-y
- Pintrich, P.R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology, 25*, 92-104.
- Ryan, A. M., Gheen, M. H. & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social-emotional role, and the classroom goal structure. *Journal of Educational Psychology, 90*, 528-535.
- Schunk, D. H. (1994). Self-regulation of self-efficacy and attributions in academic settings. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (chapter 4). Hillsdale, NJ: Lawrence Elbaum.
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*, 113-125.
- 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. (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. (1997). Developmental phases in self-regulation: Shifting from process goals to outcome goals. *Journal of Educational Psychology*, 89, 29-36.

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.

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. (2007). Reliability and validity of Self-efficacy for Learning Form (SELF) scores of college students. *Journal of Psychology*, 215(3), 157-163.

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)
<i>Content</i>				
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 	Excellent description of the methodology including participants, measures/operational definitions of variables, and procedures. Additional components relevant	Adequate description of the methodology including participants, measures/operational definitions of variables, procedures, and additional components relevant	Significant weaknesses in description of the methodology including participants, measures/operational definitions of variables, procedures, and additional	A coherent and appropriate method section was not provided.

<ul style="list-style-type: none"> ○ Components appropriate for selected methodological approach (quantitative/ qualitative) 	to selected methodological approach (quantitative/ qualitative) were fully addressed. These components may include design, intervention, reliability and validity of data collection methods.	to selected methodological approach (quantitative/ qualitative) but with some weaknesses.	components relevant to selected methodological approach (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.