

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION**  
Educational Psychology

EDEP 654 001: Learning, Motivation, and Self-Regulation  
3 Credits, Spring 2016  
Wednesdays, 4:30-7:10, Thompson L013

Instructor: Abigail W. Konopasky  
Office hours: By Appointment  
Mobile phone: 202-650-7490  
Email address: [akonopas@gmu.edu](mailto:akonopas@gmu.edu)

**COURSE DESCRIPTION:**

**A. Prerequisites**

EDEP 550, 551

**B. University Catalog Course 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.

**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

**PROFESSIONAL STANDARDS:**

Not applicable

**COURSE METHODOLOGY:**

This course consists of lectures, group discussions, in-class activities, and individual/group assignments.

**REQUIRED TEXT:**

Bembenutty, H., Cleary, T. J., & Kitsantas, A. (2013). *Applications of self-regulated learning across diverse disciplines: A tribute to Barry Zimmerman*. Charlotte, NC: Information Age Publishing.

**\*Additional required readings are available on Blackboard** (please see last page of the syllabus for a detailed list)

**SUPPLEMENTARY 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.

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

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

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

**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 unless a serious emergency arises and the instructor is notified promptly. If an emergency occurs please notify the instructor in advance.*

**COURSE ASSIGNMENTS:**

**Research proposal and presentation:** Students will write a research proposal that focuses on

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 that 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). 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, you are encouraged to attend and participate in class regularly. A portion of this includes bringing and submitting 3-4 discussion questions for each class. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude of the course 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.

**Rubric for Participation and Attendance:**

<b>Distinguished</b> 9-10 points	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, and submits 3-4 well thought out discussion questions related to the readings for the session.
<b>Proficient</b> 8 points	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, and submits 3-4 discussion questions
<b>Basic</b> 7 points	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. Less than 3 discussion questions are submitted.
<b>Unsatisfactory</b> 6 points or less	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. Discussion questions are not submitted.

**GRADING POLICY**

<b>Assignment</b>	<b>Points</b>
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Evaluation of research article	10
Self-change project	20
Research proposal	50
Presentation of research proposal (poster session)	10
Class participation and attendance	10
<b>TOTAL</b>	<b>100</b>

### GRADING SCALE

Your 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%		

### TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Not applicable for this course.

### 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/the-mason-honor-code-2/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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 & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <https://cehd.gmu.edu/values/>.

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

### PROPOSED CLASS SCHEDULE:

Week	Date	Topic	Readings	Assignments Due
1	Jan. 20	Course introduction		
2	Jan. 27	Introduction to self-regulation  Research methods overview	<ul style="list-style-type: none"> <li>• Schunk &amp; Usher (2013)*Ch1</li> <li>• Zimmerman (1989)</li> <li>• Ford (1992, ch. 6)</li> </ul>	
3	Feb. 3	Motivational theories and self-regulation	<ul style="list-style-type: none"> <li>• Zimmerman &amp; Schunk (2008)</li> <li>• Wolters (2011)</li> <li>• Lee, Lee, &amp; Bong (2014)</li> </ul> Suggested reading: <ul style="list-style-type: none"> <li>• Bandura (1997)</li> </ul>	Topic of interest summary statement  Five empirical studies (APA style)
4	Feb. 10	Methods and measures for studying self-regulation	<ul style="list-style-type: none"> <li>• Zimmerman (2008)</li> <li>• Cleary et al. (2012)</li> <li>• Meyer &amp; Turner (2002) OR Patrick &amp; Middleton (2002)</li> </ul>	Begin data collection for self-change project Article critique (TBD)
5	Feb. 17	Self-regulatory processes and dimensions	<ul style="list-style-type: none"> <li>• Bembenuddy (2013)*Ch6</li> <li>• Hadwin &amp; Oshige (2011)</li> <li>• Hofmann, Schmeichel, &amp; Baddeley (2012)</li> </ul>	Article critique (TBD)
6	Feb. 24	Development of self-regulation	<ul style="list-style-type: none"> <li>• Wigfield, Klauda, &amp; Cambria (2011)</li> <li>• Posner, Rothbart, &amp; Tang (2013)</li> </ul>	Draft of introduction (with research questions/hypotheses) section of proposal Article critique (TBD)
7	Mar. 2	Promoting and supporting self-regulation and motivation	<ul style="list-style-type: none"> <li>• Karabenick &amp; Berger (2013)*Ch8</li> <li>• Plant et al. (2005)</li> <li>• Kitsantas et al. (2013)*Ch11</li> </ul>	Article critique (TBD)
	Mar. 9	<b>No class: Spring Break</b>		

8	Mar. 16	Self-regulation and academic development	<ul style="list-style-type: none"> <li>• Montroy, Bowles, Skibbe, &amp; Foster (2014)</li> <li>• Zimmerman &amp; Kitsantas (1999)</li> <li>• Harris, Graham, &amp; Santangelo (2013)*Ch3</li> </ul>	Draft of methods section of proposal Article critique (TBD)
9	Mar. 23	Self-regulation and academic development	<ul style="list-style-type: none"> <li>• Cleary &amp; Labuhn (2013) *Ch4 OR Moylan (2013)*Ch5</li> <li>• Pajares &amp; Miller (1994)</li> <li>• Boekaerts &amp; Minnaert (1999)</li> </ul>	Article critique (TBD)
10	Mar. 30	Self-regulation and expert and athletic performance	<ul style="list-style-type: none"> <li>• Cleary &amp; Zimmerman (2001)</li> <li>• McPherson, Nielsen, &amp; Renwick (2013)*Ch12</li> </ul> Suggested reading: <ul style="list-style-type: none"> <li>• Ericsson &amp; Charness (1994)</li> </ul>	Article critique (TBD)
11	Apr. 6	Self-regulation and health behavior	<ul style="list-style-type: none"> <li>• Bandura (2005)</li> <li>• Clark &amp; Zimmerman (1990)</li> <li>• Kitsantas (2000)</li> </ul>	Self-change project due Self-change project presentations
12	Apr. 13	Self-regulation and exceptional students	<ul style="list-style-type: none"> <li>• Wery &amp; Nietfeld (2010)</li> <li>• Montague (2008)</li> <li>• Gottfried &amp; Gottfried (2004) OR McCoach &amp; Siegle (2003)</li> </ul>	Draft of research proposal due Article critique (TBD)
13	Apr. 20	Doing self-regulation research *Guest speaker	<ul style="list-style-type: none"> <li>• Kitsantas &amp; Miller (2015) (focus on methods sections)</li> <li>• Boekaerts, Maes, &amp; Karoly (2005)</li> </ul>	Article critique (TBD)
14	Apr. 27	Conclusions and proposal poster presentations		Poster Session
15	May 9			Research Proposal Due

*Note: Readings designated with \* are from the required course text. All other readings can be found on Blackboard.*

## READING LIST

### Week 2

Ford, M. E. (1992) *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: Sage Publications. Chapter 6

Shunk, D. H., & Usher, E. L. (2013). Barry J. Zimmerman's theory of self-regulated learning. In H. Bembenuity, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 1-28). Charlotte, NC: Information Age Publishing.

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.

### Week 3

- Bandura, A. (1997). Sources of self-efficacy. In A. Bandura (Ed.), *Self-efficacy: The exercise of control*. New York: W.H. Freeman. **(Suggested)**
- Lee, W., Lee, M.-J., & Bong, M. (2014). Testing interest and self-efficacy as predictors of academic self-regulation and achievement. *Contemporary Educational Psychology*, 39, 86-99.
- Wolters, C. A. (2011). Regulation of motivation: Contextual and social aspects. *Teachers College Record*, 113, 265-283.
- Zimmerman, B. J., & Schunk, D. H. (2008). Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1-30). New York: Taylor & Francis.

### Week 4

- Cleary, T. J., Callan, G. L., & Zimmerman, B. J. (2012). Assessing self-regulation as a cyclical, context-specific phenomenon: Overview and analysis of SRL microanalytic protocols. *Education Research International*, 2012, 1-19.
- Meyer, D. K., & Turner, J. C. (2002). Using instructional discourse analysis to study the scaffolding of student self-regulation. *Educational Psychologist*, 37, 17-25. **(read this or Patrick & Middleton)**
- Patrick, H., & Middleton, M. J. (2002). Turning the kaleidoscope: What we see when self-regulated learning is viewed with a qualitative lens. **(read this or Meyer & Turner)**
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45, 166-183.

### Week 5

- Bembenutty, H. (2013). The triumph of homework completion through a learning academy of self regulation. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 153-196). Charlotte, NC: Information Age Publishing.
- Hadwin, A., & Oshige, M. (2011). Self-regulation, coregulation, and socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record*, 113, 240-264.
- Hofmann, W., Schmeichel, B. J., Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in Cognitive Science*, 16, 174-180.

### Week 6

- Posner, M. J., Rothbart, M. K., & Tang, Y. (2013). Developing self regulation in early childhood. *Trends in Neuroscience and Education*, 2, 107-110.
- Wigfield, A., Klauda, S. L., & Cambria, J. (2011). Influences on the development of academic self-regulatory processes. In B. J. Zimmerman & D. J. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 33-48). New York, NY: Taylor and Francis.

## Week 7

- Karabenick, S. A., & Berger, J.-L. (2013). Help seeking as a self-regulated learning strategy. In H. Bembenuddy, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 237-262). Charlotte, NC: Information Age Publishing.
- Kitsantas, A., Dabbaugh, N., Huie, F. C., & Dass, S. (2013). Learning technologies and self-regulated learning. In H. Bembenuddy, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 325-354). Charlotte, NC: Information Age Publishing.
- Plant, E. A., Ericsson, K.A., Hill, L., & Asberg, K. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance. *Contemporary Educational Psychology, 30*, 96-116.

## Week 8

- Harris, K. R., Graham, S., & Santangelo, T. (2013). Self-regulated strategies development in writing: Development, implementation, and scaling up. In H. Bembenuddy, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 59-78). Charlotte, NC: Information Age Publishing.
- Montroy, J. J., Bowles, R. P., Skibbe, L. E., & Foster, T. D. (2014). Social skills and problem behaviors as mediators of the relationship between behavioral self-regulation and academic achievement. *Early Child Research Quarterly, 29*, 298-309.
- 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.

## Week 9

- Boekaerts, M., & Minnaert, A. (1999). Self-regulation with respect to informal learning. *International Journal of Educational Research, 31*, 533-544.
- Cleary, T. J., & Labuhn, A. S. (2013). Application of cyclical self-regulation interventions in science-based contexts. In H. Bembenuddy, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 89-124). Charlotte, NC: Information Age Publishing. **(read this or Moylan)**
- Moylan, A. (2013). Cyclical feedback approaches for enhancing academic self-regulation in postsecondary mathematics classrooms. In H. Bembenuddy, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines* (pp. 125-152). Charlotte, NC: Information Age Publishing. **(read this or Cleary & Labuhn)**
- 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.

## Week 10

- Cleary, T. J., & Zimmerman, B. J. (2001). Self-regulation differences during athletic practice by experts, non-experts, and novices. *Journal of Applied Sport Psychology, 13*, 185-206.
- Ericsson, K. A., & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist, 49*, 725-247. **(Suggested)**
- McPherson, Nielsen, & Renwick (2013). Self-regulation interventions and development of music expertise. In H. Bembenuddy, T. J. Cleary, & A. Kitsantas (Eds.), *Applications of self-*

*regulated learning across diverse disciplines* (pp. 355). Charlotte, NC: Information Age Publishing.

### **Week 11**

- Bandura, A. (2005). The primacy of self-regulation in health promotion. *Applied Psychology: An International Review*, 54, 245-254.
- Clark, N. M., & Zimmerman, B. J. (1990). A social cognitive view of self-regulated learning about health. *Health Education Research*, 5, 371-379.
- 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.

### **Week 12**

- Gottfried, A. E., & Gottfried, A. W. (2004). Toward the development of a conceptualization of gifted motivation. *Gifted Child Quarterly*, 48, 121-132. (**read this or McCoach & Siegle**)
- McCoach, D. B., & Siegle, D. (2003). Factors that differentiate underachieving gifted students from high-achieving gifted students. *Gifted Child Quarterly*, 47, 144-154. (**read this or Gottfried & Gottfried**)
- Montague, M. (2008). Self-regulation strategies to improve mathematical problem solving for students with learning disabilities. *Learning Disability Quarterly*, 31, 37-44.
- Wery, J. J., Nietfeld, J. L., (2010). Supporting self-regulated with exceptional children. *Teaching Exceptional Children*, 42, 70-78.

### **Week 13**

- Boekaerts, M., & Maes, S. (2005). Self-regulation across domains of applied psychology: Is there an emerging consensus? *Applied Psychology: An International Review*, 54, 149-154.
- Kitsantas, A., & Miller, A. D. (2015). *Characteristics and context of Primary Years Program (PYP) students' self-efficacy and self-regulatory development*. International Baccalaureate. Retrieved online at [www.ibo.org](http://www.ibo.org)