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  

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:

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

SUPPLEMENTARY TEXTS:

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:

| Distinguished 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. |
|-------------------------------------------------|
| Proficient 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 |
| Basic 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. |
| Unsatisfactory 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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EDEP 654 Spring 2016 3
<table>
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<tr>
<th>Evaluation of research article</th>
<th>10</th>
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<tbody>
<tr>
<td>Self-change project</td>
<td>20</td>
</tr>
<tr>
<td>Research proposal</td>
<td>50</td>
</tr>
<tr>
<td>Presentation of research proposal (poster session)</td>
<td>10</td>
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<tr>
<td>Class participation and attendance</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**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**


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/](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/](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/](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: [http://https://cehd.gmu.edu/values/](http://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/](http://gse.gmu.edu/).

**PROPOSED CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Course introduction</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Jan. 20</td>
<td>Introduction to self-regulation</td>
<td>• Schunk &amp; Usher (2013)*Ch1</td>
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<td></td>
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<td></td>
<td>• Zimmerman (1989)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Ford (1992, ch. 6)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Research methods overview</td>
<td>• Wolters (2011)</td>
<td>Five empirical studies (APA style)</td>
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<td></td>
<td></td>
<td></td>
<td>• Lee, Lee, &amp; Bong (2014)</td>
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<td></td>
<td></td>
<td></td>
<td>• Bandura (1997)</td>
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<td>3</td>
<td>Feb. 3</td>
<td>Motivational theories and self-regulation</td>
<td>• Zimmerman (2008)</td>
<td>Begin data collection for self-change project</td>
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<td></td>
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<td></td>
<td>• Cleary et al. (2012)</td>
<td>Article critique (TBD)</td>
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<tr>
<td>4</td>
<td>Feb. 10</td>
<td>Methods and measures for studying self-regulation</td>
<td>• Bembenutty (2013)*Ch6</td>
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<td></td>
<td></td>
<td></td>
<td>• Hadwin &amp; Oshige (2011)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Hofmann, Schmeichel, &amp; Baddeley (2012)</td>
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<tr>
<td>5</td>
<td>Feb. 17</td>
<td>Self-regulatory processes and dimensions</td>
<td>• Wigfield, Klauda, &amp; Cambria (2011)</td>
<td>Article critique (TBD)</td>
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<td></td>
<td></td>
<td></td>
<td>• Posner, Rothbart, &amp; Tang (2013)</td>
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<td>6</td>
<td>Feb. 24</td>
<td>Development of self-regulation</td>
<td>• Karabenick &amp; Berger (2013)*Ch8</td>
<td>Draft of introduction (with research questions/hypotheses) section of proposal Article critique (TBD)</td>
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<td></td>
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<td></td>
<td>• Plant et al. (2005)</td>
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<td></td>
<td>• Kitsantas et al. (2013)*Ch11</td>
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<td>7</td>
<td>Mar. 2</td>
<td>Promoting and supporting self-regulation and motivation</td>
<td></td>
<td>Article critique (TBD)</td>
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<td>8</td>
<td>Mar. 9</td>
<td>No class: Spring Break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
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| 8     | Mar. 16 Self-regulation and academic development                      | • Montroy, Bowles, Skibbe, & Foster (2014)  
• Zimmerman & Kitsantas (1999)  
• Harris, Graham, & Santangelo (2013)*Ch3 | Draft of methods section of proposal  
Article critique (TBD)                |
| 9     | Mar. 23 Self-regulation and academic development                      | • Cleary & Labuhn (2013) *Ch4  
OR Moylan (2013)*Ch5  
• Pajares & Miller (1994)  
• Boekaerts & Minnaert (1999) | Article critique (TBD)               |
| 10    | Mar. 30 Self-regulation and expert and athletic performance           | • Cleary & Zimmerman (2001)  
• McPherson, Nielsen, & Renwick (2013)*Ch12  
Suggested reading:  
• Ericsson & Charness (1994) | Article critique (TBD)               |
| 11    | Apr. 6 Self-regulation and health behavior                            | • Bandura (2005)  
• Clark & Zimmerman (1990)  
• Kitsantas (2000) | Self-change project due  
Self-change project presentations |
| 12    | Apr. 13 Self-regulation and exceptional students                     | • Wery & Nietfeld (2010)  
• Montague (2008)  
• Gottfried & Gottfried (2004)  
OR McCooch & Siegle (2003) | Draft of research proposal due  
Article critique (TBD)               |
| 13    | Apr. 20 Doing self-regulation research *Guest speaker                | • Kitsantas & Miller (2015)  
(focus on methods sections)  
• Boekaerts, Maes, & Karoly (2005) | 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
**Week 3**

**Week 4**
Patrick, H., & Middleton, M. J. (2002). Turning the kaleidescope: What we see when self-regulated learning is viewed with a qualitative lens. (read this or Meyer & Turner)

**Week 5**

**Week 6**
Week 7

Week 8

Week 9

Week 10
McPherson, Nielsen, & Renwick (2013). Self-regulation interventions and development of music expertise. In H. Bembenutty, T. J. Cleary, & A. Kitsantas (Eds.), Applications of self-
regulated learning across diverse disciplines (pp. 355). Charlotte, NC: Information Age Publishing.

Week 11

Week 12

Week 13