

**George Mason University
College of Education and Human Development
Educational Psychology**

**EDEP 551, Section 001/P01 (3 credits)
Principles of Learner Motivation**

**Spring 2020
Tuesday 4:30pm – 7:10pm
Peterson Room 1109—Fairfax Campus**

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on theories and concepts of human motivation, and examines strategies, techniques, and interventions that promote and sustain learner motivation.

Course Overview

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.

Course Delivery Method

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- 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

Professional Standards

Upon completion of this course, students will have met the following program standards:

Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.

Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.

Standard 4: Analysis, Critique, and Evaluation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

APA Learner Centered Principles:

- 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>

Required Texts

A list of additional required readings is provided at the end of this document. Additional readings will be made available through E-Reserves.

Recommended Texts

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

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

OR

American Psychological Association. (2019). *Publication manual of the American Psychological Association. (7th Ed.)*. Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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 in-class activities, as well as online 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. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion form with MISSED CLASS as part of the subject line and the student is encouraged to respond to other students who posted to the discussion forum for that class session (See rubric for attendance and participation in Appendix A).

Critical Questions and Online Discussion (5%)

To facilitate class discussion, students are expected to post 5 critical questions/comments about the content over the semester (Note: these are in addition to any postings made due to a course absence). The 5 critical questions/comments should be reflective of 5 *different* class meetings. Questions are to be posted in Blackboard by **4pm** the **Monday** 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 Critique and Application (20%--10% each)

Each student will prepare two critiques/application based on the topics and empirical articles assigned in the syllabus for two different class meetings. At least one critique/application is to be done in pairs and students are strongly encouraged to do the first critique/application in pairs.* ***Critiques/applications are due on the day the reading is scheduled. The first critique/application is to be submitted by 3/3 and the second is due by 4/14.*** Critiques/applications should be posted on Blackboard by 4:30pm the day the reading is scheduled. Article Critique and Application guidelines and rubric are provided in Appendix B.

Case Analysis Writing Assignment (30%)

This will be a two-part assignment in which students will analyze classroom scenarios and apply the constructs discussed in class. ***Part 1 is due on 2/25, Part 2 is due on 3/31.***

Final Paper and Poster Presentation (35%--Paper: 25%; Poster: 5%; Preparation Checkpoints: 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 2/18. Contact the instructor before this date to discuss plans for the final paper. Students may work with a partner on this assignment with permission from the instructor.* ***The final paper is due by 4:30pm 5/12. 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 4/28. A copy of the poster materials should be sent to the instructor by 9am 4/27. Additional guidelines and rubrics will be provided.

*For assignments completed with a partner, both individuals are to complete the Collaboration Rubric (Appendix C) and write a brief reflection (i.e., a few paragraphs) about the collaborative experience (e.g., how work was structured, role of each member, any difficulties or benefits encountered, what was learned about collaboration, what would you do the next time you collaborate with someone). The rubric and reflection are due the day the assignment is submitted. If the completed rubric and essay are not turned in the assignment will be marked down by one letter grade.

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%	

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
 - Students must not give or receive unauthorized assistance.
 - Plagiarism is also a violation of the honor code. 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 must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
 - Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
 - Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

ADDITIONAL CLASS POLICIES

Paper Format

All papers submitted should adhere to the following guidelines:

- 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.

Late Assignments

Unless otherwise indicated, assignments are due at the start of class on the assigned due date and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Electronic Device Use in Class

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

Class Environment

Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not affect the learning of those around you.

Class Schedule

Date	Topic	Assigned Readings
Week 1: Tues. 1/21	Course Overview History & Introduction to Motivation	Pintrich & Schunk (2002) Chapter 1 (overview of history and research methodology) Usher (2018) Graham & Weiner (2012) pp. 367-371 <i>Blackboard activity due 9am, Monday 1/27</i>
Week 2: Tues. 1/28	Attribution Theory	Graham & Weiner (2012) pp. 382-386 Graham (2017) Graham & Barker (1990) + <i>Final Paper discussed</i>
Week 3: Tues. 2/4	Self-Efficacy Expectancy-Value Theory	Graham & Weiner (2012) pp. 372-375 Schunk & DiBenditto (2020) Usher & Pajares (2006) + Wigfield & Eccles (2000) Flake et al. (2015)+
Week 4: Tues. 2/11	Expectancy-Value Theory Self-Determination	Bergy et al. (2019)+ Read <i>one</i> of the following:** Durik, Vida, & Eccles (2006) + Cole, Bergin, & Whittaker (2008) + Graham & Weiner (2012) pp. 376-378 Ryan and Deci (2000) <i>Case Analysis Part 1 assigned</i> <i>Extrinsic Rewards and Intrinsic Motivation Pre-Debate Reflection due 9am Monday, 2/17</i>
Week 5: Tues. 2/18	Extrinsic Rewards and Intrinsic Motivation Debate	Read in this order: Deci, Koestner, & Ryan (2001) + Cameron (2001) + Deci, Ryan, & Koestner (2001) + Covington (2000) <i>Final Paper Topics due</i> <i>Extrinsic Rewards and Intrinsic Motivation Post-Debate Reflection due 9am, Monday 2/16</i>
Week 6: Tues. 2/25	Autonomy Support	Read <i>two</i> of the following:** TBD <i>Case Analysis Part 1 due</i>
Week 7: Tues. 3/3	<i>Online Class Session</i> Mindsets Goal Orientations	Graham & Weiner (2012) pp. 375-376 TBD Graham & Weiner (2012) pp. 378-380 TBD Daniels et al. (2008)+ Patrick & Ryan (2009)+ <i>Article Critique/Application I due</i> <i>Online activities TBD</i>

Tues. 3/10	SPRING BREAK—NO CLASS	
Week 8: Tues. 3/17	Mindsets & Goal Orientations (continued) Goals and Self-Regulation	Graham & Weiner (2012) pp. 380-382 TBD Shellenbarger (2011) Kistner et al. (2010)+ <i>Case Analysis Part 2 assigned</i> <i>Final Paper Progress Update due</i>
Week 9: Tues. 3/24	Goals, Self-Regulation, and Grit Motivation, Instruction, & the Social Context: Classroom Context/Evaluation & Feedback	TBD Nolen (2011) Brookhart (2008) Read one of the following Evaluation/Feedback articles: ** TBD
Week 10: Tues. 3/31	Motivation, Instruction, & the Social Context: Classroom Context	Juvonen (2007) Kumar et al. (2018) Read one of the following Classroom articles: ** TBD <i>Case Analysis Part 2 due</i>
Week 11: Tues. 4/7	Motivation, Instruction, & the Social Context: Peers & Family	Read one of the following Peer articles: ** TBD Read one of the following Parent articles: ** Urdan et al. (2007)+ Suizzo et al. (2016)+ <i>Final Paper Outline</i>
Week 12: Tues. 4/14	Motivation, Instruction, & the Social Context: Motivational Interventions	Alderman (2008) Chapter 9 Read two of the following: ** TBD <i>Article Critique/Application II due</i>
Week 13: Tues. 4/21	<i>Online Class Session</i> <i>Dr. Buehl at AERA</i>	<i>Motivation Autobiography Online Activity</i>
Week 14: Tues. 4/28	Conclusions <i>Poster Fair</i>	<i>Copy of poster materials to Dr. Buehl 9am, Monday 4/27</i>
Exam Week: Tues. 5/12		<i>Final Paper due by 4:30pm, Tuesday 5/12</i>

**Post your choice of articles on Blackboard

+ Can be used for an Article Critique/Application

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Required Course Reading List

- Brookhart, S. M. (2008). Feedback that fits. *Educational Leadership*, 65(4), 54-59.
- 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. doi: 10.3102/00346543071001029
- 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. doi:10.1016/j.cedpsych.2007.10.002
- Covington, M. V. (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science*, 9, 22-25. doi: 10.1111/1467-8721.00052
- 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. doi: 10.1016/j.cedpsych.2007.08.002
- 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. doi: 10.3102/00346543071001043
- 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. doi: 10.3102/00346543071001001
- 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. doi: 10.1037/0022-0663.98.2.382
- Flake, J. K., Barron, K. E., Hulleman, C., McCoach, B. D., & Welsh, M. E. (2015). Measuring cost: The forgotten component of expectancy-value theory. *Contemporary Educational Psychology*, 41, 232-244. doi: <http://dx.doi.org/10.1016/j.cedpsych.2015.03.002>
- Graham, S., & Barker, G. B. (1990). The down side of help: An attribution-developmental analysis of helping behavior as a low-ability cue. *Journal of Educational Psychology*, 85, 7-14.
- Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist*, 42, 197-208. doi:10.1080/00461520701621046
- Kistner, S., Rakoczy, K., Otto, B., Dignath-van Ewijk, C., Buttner, G., & Klieme, E. (2010). Promotion of self-regulated learning in classrooms: Investigating frequency, quality, and consequences for student performance. *Metacognition and Learning*, 5(2), 157-171. doi:10.1007/s11409-010-9055-3
- Nolen, S. B. (2011). The role of educational systems in the link between formative assessment and motivation. *Theory into Practice*, 50 (4), 319-326. DOI: 10.1080/00405841.2011.607399
- 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.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. doi:10.1006/ceps.1999.1020
- Shellenbarger, S. (2011, March 9). Making kids work on goals (and not just in soccer). *Wall Street Journal*. Retrieved from <http://online.wsj.com/article/SB10001424052748704758904576188453057819300.html#>
- Suizzo, M., Jackson, K. M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L. A., & Hong, K. (2016). Parents' school satisfaction and academic socialization predict adolescents' autonomous motivation: A mixed-method study of low-income ethnic minority families. *Journal of Adolescent Research*, 31(3), 343-374. DOI: 10.1177/0743558415605617

- 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. doi: 10.1007/BF03173686
- 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. doi: 10.1016/j.cedpsych.2005.03.002
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68-81. doi:10.1006/ceps.1999.1015