

George Mason University
College of Education and Human Development
Educational Psychology

EDEP 551. DL3/DP3
Principles of Learner Motivation
3 Credits, Spring 2021
Tuesday/7:20-10:00pm Online

Faculty

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COVID 19 Procedures: Spring 2021

Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

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 online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22nd, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 to 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 presentation, and writing skills.

Professional Standards

Upon completion of this course, students will have met the following professional 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 the 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 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.

<https://www.apa.org/ed/governance/bea/learner-centered.pdf>

Required Texts

A list of required readings is provided at the end of this document. Additional readings will be made available during the semester.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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

Course Performance Evaluation

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

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. This is in addition to any postings made due to a class absence. The critical questions/comments should reflect five different class meetings. Please post your questions or comments by Monday at 8pm prior to the class session in the appropriate Blackboard discussion board. Additional postings may also be assigned during the semester.

Article Critique and Application (20%)

Each student will prepare two critiques based on the topics and empirical articles assigned in the syllabus for two different class meetings. At least one critique will be accomplished with a partner. Critiques are due on the day for which the reading is scheduled. **The first critique is due by 3/9, and the second is due by 4/13.** Post critiques on Blackboard by 5pm on the day the reading is scheduled.

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 one is due 3/2, part two is due 3/30.**

Final Paper and Poster Presentation (Paper – 25%; Poster – 5%, Preparation Checkpoints: 5%).

There are three options for the final paper:

1. Literature Review
2. Research Proposal
3. Instructional intervention/motivational design paper (i.e., apply principles of motivation and learning to a chosen context).

The first preparation checkpoint will be your choice of paper format and your chosen topic. **That first checkpoint will be due 2/23.** Please contact me prior to this date to discuss your plans. **The posters will be presented in class on April 27th and the final paper is due May 4th.**

Attendance and class 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 completed before class. Attendance, punctuality, preparation, and active contribution to small and large group 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 covered that day. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion forum 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.

- **Grading**

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%	

- Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignments.

Professional Dispositions

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

Class Schedule

Dates	Topics	Readings and Assignments Due
Week 1 1/26	Course Overview History and Introduction to Motivation	Pintrich & Schunk (2002) Chapter 1 (Overview of history and research methodology) Graham & Weiner (2012) pp. 368-371 Graham & Weiner (2012) 386-388 Blackboard Posting (Define motivation) due 8pm, Monday 1/25
Week 2 2/2	Attribution Theory	Graham & Weiner (2012) pp. 382-386 Graham (2020) Final Paper Discussed
Week 3 2/9	Self-Efficacy Expectancy-Value Theory	Graham & Weiner (2012) pp. 372-375 Schunk & DiBenditto (2020) Usher & Pajares (2006) Eccles & Wigfield (2020) Flake et al. (2015)
Week 4 2/16	Expectancy-Value Theory Self-Determination Theory	Bergy et al. (2019) Read one of the following: Durik, Vida, and Eccles (2006) Cole, Bergin, and Whittaker (2008) Graham & Weiner (2012) pp. 376-378 Ryan and Deci (2020) Case Analysis Part 1 Assigned Extrinsic Rewards and Intrinsic Motivation Pre-Debate Reflection due 8pm, Monday 2/22

<p>Week 8 3/16</p>	<p>Goal Orientations (continued)</p> <p>Goals and Self-Regulation</p>	<p>Elliot et al. (2011)</p> <p>Graham & Weiner (2012) pp. 380-382 Shellenbarger (2011) Kistner et al. (2010)</p> <p>Read one of the following: Ford & Nichols (1987) Chulef et al. (2001) pp. 204-214, 219-225 Boekaerts et al. (2006)</p> <p>Case Analysis Part 2 Assigned</p> <p>Final Paper Progress Update due</p>
<p>Week 9 3/23</p>	<p>Goals, Self-Regulation, and Grit</p> <p>Motivation, Instruction, and the Social Context: Classroom Context/ Evaluation and Feedback</p>	<p>Read ONE of the following: Crede (2018) Park et al. (2020)</p> <p>Read TWO of the following: Zumbrunn et al. (2016) Meusen-Beekman et al. (2016) Nolen (2011) Nolen (2020) Brookhart (2008)</p>
<p>Week 10 3/30</p>	<p>Motivation, Instruction and the Social Context: Classroom</p> <p>Integrated theories of Motivation ** Guest Speaker: Dr. Martin Ford</p>	<p>Juvonen (2007) Kumar et al. (2018)</p> <p>Read ONE of the following: Ford & Smith (2007) Hattie et al. (2020)</p> <p>Case Analysis Part 2 due</p>
<p>Week 11 4/6</p>	<p>Motivation, Instruction and the Social Context: Peers and Family</p> <p>Motivation in a Camp Setting ** Guest Speaker: Deana Valente</p>	<p>Read ONE of the following: Urdan et al. (2007) Suizzo et al. (2016)</p> <p>Read ONE of the following: Masland (2016) Liu (2016)</p> <p>Final Paper Outline due</p>

Week 12 4/13	Motivation, Instruction and the Social Context: Motivational Interventions	Alderman (2008) Chapter 9 deSmedt et al. (2019) Article Critique II due
Week 13 4/20	Motivation Autobiography Motivation Through a Critical Race Theory Lens **Guest Speaker: Neesa Ndiaye	Read: Usher (2018)
Week 14 4/27	Conclusions Poster Fair	Submit a Copy of Poster Materials by 8pm Monday, 4/26
Week 15		Final Paper due by midnight, 5/4

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

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:

Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

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.

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.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/10.1111/1467-8721.00052>

Crede, M. (2018). What shall we do about grit?: A critical review of what we know and what we don't know. *Educational Researcher*, 47(9), 606-611. <https://doi.org/10.3102/0013189X18801322>

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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/10.1037/0022-0663.98.2.382>

de Smedt, F., Graham, S., & Van Keer, H. (2019). The bright and dark side of writing motivation: Effects of instruction and peer assistance. *The Journal of Educational Research*, 112(2), 152-167. <https://doi.org/10.1080/00220671.2018.1461598>

Eccles, J. S. & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 1-13. <https://doi.org/10.1016/j.cedpsych.2020.101859>

Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3 X 2 achievement goal model. *Journal of Educational Psychology*, 103(3), 632-648. <https://doi.org/10.1037/a0023952>

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. <https://doi.org/10.1016/j.cedpsych.2015.03.002>

Ford, M. E. & Smith, P. R. (2007). Thriving with social purpose: An integrative approach to the development of optimal human functioning. *Educational Psychologist*, 42(3), 153-171. <https://doi.org/10.1080/00461520701416280>

Graham, S. (2020). An attributional theory of motivation. *Contemporary Educational Psychology*, 61, 1-11. <https://doi.org/10.1016/j.cedpsych.2020.101861>

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. <https://doi.org/10.1037/0022-0663.82.1.7>

Graham, S., & Weiner, B. (2012). Motivation: Past, present, and future. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *APA Educational Psychology Handbook* (pp. 367-397). American Psychological Association. <https://doi.org/10.1037/13273-013>

Hattie, J., Hodis, F. A., & Kang, S. H. K. (2020). Theories of motivation: Integration and ways forward. *Contemporary Educational Psychology*, 61, 1-8. <https://doi.org/10.1016/j.cedpsych.2020.101865>

Jang, H (2008). Supporting students' motivation, engagement, and learning during an uninteresting activity. *Journal of Educational Psychology*, 100(4), 798-811. <https://doi.org/10.1037/a0012841>

- Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist*, 42, 197-208. <https://doi.org/10.1080/00461520701621046>
- Kataz, I. & Sahar, B. H. (2015). What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style. *School Psychology International*, 36(6) 575-588. <https://doi.org/10.1177/0143034315609969>
- Kiefer, S. M. & Pennington, S. (2017). Associations of teacher autonomy support and structure with young adolescents' motivation, engagement, belonging, and achievement. *Middle Grades Research Journal*, 11(1), 29-46.
- 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. <https://doi.org/10.1007/s11409-010-9055-3>
- Liu, S. H. J. & Lan, Y. J. (2016). Social constructivist approach to web-based EFL learning: Collaboration, motivation, and perception on use of Google Docs. *Educational Technology and Society*, 19(1), 171-186. <https://creativecommons.org/licenses/by-nc-nd/3.0/>
- Masland, L. C. & Lease, A. M. (2016). Characteristics of academically-influential children: Achievement motivation and social status. *Social Psychology of Education*, 19(1), 195-215. <https://doi.org/10.1007/s11218-015-9314-x>
- McKibben, S. (2018). Grit and the greater good: A conversation with Angela Duckworth. *Educational Leadership*, 76(2) 40-45.
- Meusen-Beekman, K. D., Brinke, D. J., & Boshuizen, H. P. A. (2016). Effects of formative assessments to develop self-regulation among sixth grade students: Results from a randomized controlled intervention. *Studies in Educational Evaluation*, 51, 126-136. <https://doi.org/10.1016/j.stueduc.2016.10.008>
- Murphy, F. & Gash, H. (2020). I can't yet and growth mindset. *Constructivist Foundations*, 15(2), 83-94.
- Nolen, S. B. (2011). The role of educational systems in the link between formative assessment and motivation. *Theory into Practice*, 50(4), 319-326. <https://doi.org/10.1080/00405841.2011.607399>
- Nolen, S. B. (2020). A situative turn in the conversation on motivation theories. *Contemporary Educational Psychology*, 61, 1-6. <https://doi.org/10.1016/j.cedpsych.2020.101866>
- Park, D., Tsukayama, E., Yu, A., & Duckworth, A. L. (2020). The development of grit and growth mindset during adolescence. *Journal of Experimental Child Psychology*, 198, 1-11. <https://doi.org/10.1016/j.jecp.2020.104889>

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.

Reeve, J. & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98(1), 209-218. <https://doi.org/10.1037/0022-0663.98.1.209>

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. <https://doi.org/10.1006/ceps.1999.1020>

Ryan, R. M. & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 1-11. <https://doi.org/10.1016/j.cedpsych.2020.101860>

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#>

Su, Y. L. & Reeve, J. (2011). A meta-analysis of the effectiveness of intervention programs designed to support autonomy. *Educational Psychology Review*, 23, 159-188. <https://doi.org/10.1007/s10648-010-9142-7>

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. <https://doi.org/10.1177/0743558415605617>

Urdan, 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. <https://doi.org/10.1007/BF03173686>

Usher, E. L. (2018). Acknowledging the whiteness of motivation research: Seeking Cultural Relevance. *Educational Psychologist*, 53(2), 131-144. <https://doi.org/10.1080/00461520.2018.1442220>

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. <https://doi.org/10.1016/j.cedpsych.2005.03.002>

Wallace, T. L. & Sung, H. C. (2017). Student perceptions of autonomy-supportive instructional interactions in the middle grades. *The Journal of Experimental Education*, 85(3), 525-449. <https://doi.org/10.1080/00220973.2016.1182885>

Wallace, T. L., Sung, H. C., & Williams, J. D. (2014). The defining features of teacher talk within autonomy-supportive classroom management. *Teaching and Teacher Education, 42*, 34-46.
<https://doi.org/10.1016/j.tate.2014.04.005>

Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science, 42*, 661-684.
<https://doi.org/10.1007/s11251-014-9310-0>