

George Mason University
College of Education and Human Development
School of Education

EDEP 822 – 001, Advanced Learning, Motivation, and Self-Regulation
3 Credits, Spring, 2023
Tuesdays 4:30 – 7:10 pm, Thompson Hall 1020 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

EDUC 800 and EDRS 810

University Catalog Course Description

Examines development of self-regulatory and motivational processes as they relate to educational practice. Emphasizes how processes influence students' self-motivation and achievement in various domains.

Course Overview

The purpose of this course to provide students with the opportunity to examine self-regulatory and motivational processes within educational contexts. Students will review works related to these processes as well as to design a research study based on self-regulatory and motivational processes in preparation for upcoming pre proposal courses (EDEP823 and EDEP824).

Course Delivery Method

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

Learner Outcomes or Objectives

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

- 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 use 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 students' critical thinking, oral, and writing

Professional Standards

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

- 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>

Required Texts

Instead of a textbook, this course will focus on the following readings:

Week 2

Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: An overview of contemporary theories. *Medical education*, 50(10), 997-1014.

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329. <mailto:https://psycnet.apa.org/doi/10.1037/0022-0663.81.3.329>

Week 3

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in psychology*, 422. mailto:https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00422/full?utm_source=ad&utm_medium=t

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183. <https://doi.org/10.3102/0002831207312909>

Week 4

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191. <mailto:https://psycnet.apa.org/doi/10.1037/0033-295X.84.2.191>

Zimmerman, B.J., & Kitsantas, A. (2014). Comparing the predictive power of self-discipline and self-regulation measures of learning. *Contemporary Educational Psychology*, 39, 145-155. <http://dx.doi.org/10.1016/j.cedpsych.2014.03.004>

Week 5

Patterson-Hazley, M., & Kiewra, K. A. (2013). Conversations with four highly productive educational psychologists: Patricia alexander, richard mayer, dale schunk, and barry zimmerman. *Educational Psychology Review*, 25(1), 19-45.

Zimmerman, B. J., & Kitsantas, A. (2005). The hidden dimension of personal competence: self-regulated learning and practice. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 509–526). Guilford Publications

Week 6

Cleary, T., Kitsantas, A, Pape, S., & Slemp, J. (2018). Integration of socialization influences and the development of self-regulated learning (SRL) skills: A social-cognitive perspective. In G. A. Liem & D. M. McInerney (Eds). *Big theories revisited* (pp. 269-295). Charlotte, NC: Information Age publishing.

Zimmerman, B. J., & Kitsantas, A. (2005). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs. *Contemporary Educational Psychology*, 30(4), 397-417.

Week 7

Zimmerman, B. J., & Kitsantas, A. (1997). Developmental phases in self-regulation: Shifting from process goals to outcome goals. *Journal of Educational Psychology*, 89(1), 29.

Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92(3), 544.

Week 9

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(2), 193.

Zimmerman, B., & Kitsantas, A. (2007). Reliability and validity of self-efficacy for learning form(SELF) scores of college students. *Zeitschrift für Psychologie/Journal of Psychology*, 215(3), 157-163.

Week 10

Kitsantas, A. (2002). Test preparation and test performance: A self-regulatory analysis. *Journal of Experimental Education*, 70(2) 101-113.

Peters-Burton, E. E., Goffena, J. & Stehle, S.M. (2021). Utility of a self-regulated learning microanalysis for assessing teacher learning during professional development. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2020.1799314>

Week 11

Kitsantas, A., & Zimmerman, B. J. (2006). Enhancing self-regulation of practice: The influence of graphing and self-evaluative standards. *Metacognition and Learning*, 1(3), 201-212.

Week 12

Bol, L., Hacker, D. J., Walck, C. C., & Nunnery, J. A. (2012). The effects of individual or group guidelines on the calibration accuracy and achievement of high school biology students. *Contemporary Educational Psychology*, 37(4), 280-287.

Labuhn, A. S., Zimmerman, B. J., & Hasselhorn, M. (2010). Enhancing students' self-regulation and mathematics performance: The influence of feedback and self-evaluative standards. *Metacognition and Learning*, 5(2), 173-194.

Week 13

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* (pp. 75-99). Hillsdale, NJ, US:

Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3(1), 5-39.

Please note that these readings may change to better reflect goals and interests of students in the class. Additional readings will be identified through the class presentations and note taking assignment.

Optional Texts

- Bandura, A. (1997). *Self-efficacy: the exercise of control*. W. H Freeman.
- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation*. Academic Press.
- Bembenuddy, H., Cleary, T., & Kitsantas, A., (2013). *Applications of self-regulated learning across diverse disciplines. A tribute to Barry J. Zimmerman*. Information Age Publishing, Inc
- Cleary, T. J. (2018). *The self-regulated learning guide: Teaching students to think in the language of strategies*. Routledge.
- DiBenedetto, M. K., (2018). *Connecting self-regulated learning and performance with instruction across high school content areas*. Springer.
- Ee, J., Chang, A., & Tan, O. S. (2004). *Thinking about thinking: What educators need to know*. McGraw-Hill Education (Asia).
- Elliot, A. J., & Dweck, C. S. (2005). *The handbook of competence and motivation*. The 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., & Green, J. A. (2018). *Handbook of self-regulation of learning and performance*. Routledge
- Schunk, D.H., & Zimmerman, B.J. (2008). *Motivation and self-regulated learning: Theory, research and application*. Laurence Erlbaum Associates.
- Zimmerman, B.J., & Schunk, D.H. (2009). *Self-regulated learning and academic achievement: Theoretical perspectives (2nd ed.)*. Routledge.
- Zimmerman, B.J., & Schunk, D.H. (2003). *Educational psychology: A century of contributions*. Routledge.
- Zimmerman, B. J. Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor on Blackboard (for graded work) or via email for instructor feedback.

• Assignments

1. Research Proposal and Presentation (50 points for proposal, 10 points for 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 (10 points): tudents will be asked to develop a chart and compare and contrast theoretical modelsof motivation and self-regulated learning.
3. Class Presentations and Notes (10 points, i.e., 5 points for the presentation, 5 points for class notes): Each student will be assigned to two classes between week 4 and week 13 to (1) present and (2) take notes on the presentation and discussion of one class. (1) The student who presents the readings will identify one additional peer-reviewed article or book chapter and share the reference with their classmates at least 24 hours before class. The presentation will provide a summary of each reading as well as a synthesis of ideas, take-aways and future directions across the three readings. The presentation should take approximately 20 minutes. (2) The notes should emphasize key points of the presentation and following class discuss These notes will be uploaded to Blackboard as a resource all students can benefit from. The notes should not exceed 2 pages in length, using Times New Roman 12pt.
4. **Self-Change Project (10 points):** Students must select some aspect of their behavior which they ish 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 articular aspect of their behavior. Students will present their projects in class orally.
5. Class Participation and Attendance Policy (10 points): 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 andthe instructor is notified promptly. Rubrics for each assignment are listed following the tentative course schedule.

• Other Requirements

- Read all assigned materials for the course.
- Critique, present/discuss articles in class.
- Participate in classroom activities that reflect critical reading of materials. Write a research proposal and present in a poster session.
- Create class discussion notes for a assigned topic
- Present class readings
- Identify and share additional resources related to self-regulation and motivation
- Plan, carry out and present a single subject study
- Attend each class session.
- Complete assignments by due dates. If an emergency occurs please notify the instructorin advance.

• Course Performance Evaluation Weighting

Research Proposal	50 pts
Research Presentation	10 pts
Comparison of Motivation and SRL	

Theoretical Perspectives	10 pts
Class presentations and notes	10 pts
Self-Change Project	10 pts
Class Participation and Attendance	10 pts
Total	100 pts

• Grading Policies

Letter grades will be assigned as follows:

A+	98-100%
A	93-97.49%
A-	90-92.49%
B+	88-89.49%
B	83-87.49%
B-	80-82.49%
C	70-79.49%
F	below 70%

Professional Dispositions

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

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

Class Schedule

	Date	Topic	Activities	Activities Due
1	Jan 24	Introduction <i>Synchronously online</i>	Readings: - Cook & Artino (2016) - Zimmerman (1989b)	Jan 30, 11:59pm
2	Jan 31	Historic origins of research on self-regulated learning and motivation I Creating research questions	Readings: - Panadero (2017), - Zimmerman (2008) Assignment: Compare and contrast any two theoretical perspectives of self-regulation and motivation	Feb 6, 11:59pm
3	Feb 7	Historic origins of research on self-regulated learning and motivation II Locating empirical research	Readings: - Bandura (1977) - Zimmerman & Kitsantas (2014) - APA Div 15 webinar on Blackboard	Feb 13, 11:59pm

4	Feb 14	Self-regulation and motivation, a social cognitive perspective	Readings: <ul style="list-style-type: none"> - Patterson-Hazley et al., (2013) - Zimmerman & Kitsantas (2005) Assignment: Topic of interest summary of 10 empirical articles (APA style)	Feb 20, 11:59pm
5	Feb 21	Dimensions and processes of self-regulation and motivation	Readings: <ul style="list-style-type: none"> - Cleary at al., (2008) - Zimmerman & Kitsantas (2005) 	Feb 27, 11:59pm
6	Feb 28	Development of self-regulation and motivation	Readings: <ul style="list-style-type: none"> - Zimmerman & Kitsants (1997) - Pintrich (2000) 	Mar 6, 11:59pm
7	Mar 7	Self-regulation/motivation: Goals	Readings: <ul style="list-style-type: none"> - Pajares & Miller (1994) - Zimmerman & Kitsantas (2007) Assignment: Research proposal literature review draft	Mar 20, 11:59pm
8	Mar 14	<i>No Class: Spring Recess</i>		
9	Mar 21	Self-regulation/motivation: Beliefs	Readings: <ul style="list-style-type: none"> - Kitsantas (2002) - Peters-Burton (2021) 	Mar 27, 11:59pm
10	Mar 28	Self-regulation/motivation: Strategies and metacognition	Reading: Kitsantas & Zimmerman (2006) Assignment: Research proposal methods section draft	Apr 3, 11:59pm
11	Apr 4	Self-regulation/motivation: Self-monitoring	Readings: <ul style="list-style-type: none"> - Bol et al., (2012) - Labuhn et al., (2010) 	Apr 10, 11:59pm
12	Apr 11	Self-regulation/motivation: Evaluation and calibration Individual meetings <i>Synchronously online</i>	Readings: <ul style="list-style-type: none"> - Schunk (1994) - Graham (1991) 	Apr 17, 11:59pm
13	Apr 18	Self-regulation/motivation: Attributions	Readings: TBD Assignment: Prepare a self-change presentation	Apr 24, 11:59pm
14	Apr 25	Self-regulation/motivation: Topic of your choice	Assignment: Prepare a research proposal presentation	May 1, 11:59pm
15	May 2	Future direction of self-regulation and motivation research	Assignment: Research proposal	May 16, 11:59pm

	Research proposal presentations	
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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/>.

Classroom Climate

You are encouraged to discuss and share ideas with your classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that students appreciate diverse perspectives, that they listen respectfully and let everyone speak. If you have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as "Dr. Patzak" or "Mrs. Patzak" in email and verbally.

Individual accommodations: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all learners by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474.

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 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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 Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]