

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

**EDEP 110**

Academic Success Through Self-Regulated Learning

3 credits, Fall, 2023

Aug 21, 2023 – Dec 13, 2023, Mondays and Wednesdays, 10:30 -11:45pm, Thompson Hall 1020,  
Fairfax Campus  
Hybrid

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Focuses on self-regulation theory to help students develop skills and practice evidence-based strategies for academic success, such as time management, distributed practice for exam preparation, or regulation when working with others. Applies current models of self-regulation to examine metacognitive, motivational, and behavioral strategies to reach goals e.g., how to reduce procrastination.

This course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes:

- 1) Explain how individuals, groups or institutions are influenced by contextual factors
- 2) Demonstrate awareness of changes in social and cultural constructs
- 3) Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

**Course Delivery Method**

This course will be delivered using a lecture and seminar format. This is a hybrid course, meaning we will meet in person every Mondays (except for October 9) and synchronously online on Wednesdays. See course schedule for more details.

**Learner Outcomes**

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

1. Examine current academic skills, strategies, and conditions.
2. Set attainable and appropriate goals.
3. Apply self-regulated learning processes toward attaining goals.
4. Monitor and evaluate the effectiveness of strategies in relation to goals.
- 5. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of counterproductive self-regulated learning and recommendation of appropriate solutions. (adapted Mason CORE outcome #3)**
6. Critique learning strategies based on research evidence.
- 7. Explain how self-regulated learners influenced by contextual factors, such as the environment (e.g., in-person vs. online learning), and others (e.g., co-regulation and socially shared regulation). (adapted Mason CORE outcome #1)**
- 8. Demonstrate awareness of changes in thoughts, affect, and behaviors among diverse learning contexts. (adapted Mason Core outcome #2)**
9. Develop critical thinking and writing skills.

### **Relationship to Program Goals and Professional Standards**

Upon completion of this course, students will have met the following Educational Psychology Program standards (updated May 2021):

**Standard 1.** Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

**Standard 4.** Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

### **Required Texts and Materials**

Seli, H. & Dembo, M., H. (2019). *Motivation and learning strategies for college success: A focus on self-regulated learning* (6<sup>th</sup> ed.). Routledge.

Additional journal articles and book chapters will be made available electronically through the library E-Reserves system (see course schedule for a tentative list).

### **Strongly Recommended Text**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).

## Course Performance Evaluation

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

### **It is expected that each student will:**

1. Attend each class session.
2. Complete all assigned materials for the course.
3. Participate in classroom activities that reflect critical reading of materials
4. Post to Blackboard about course readings and/or multi-media course materials, and recommendations of evidence-based learning strategies. Posts can include, for example, a brief discussion which includes a question related to readings and/or multi-media materials before the session.
5. Develop a time management plan.
6. Complete two reflection assignments on time management.
7. Carry out, analyze, and interpret results of a self-assessment.
8. Keep a weekly self-change journal.
9. Complete a self-change project report.
10. Analyze and discuss case studies.

*\*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.*

- **Assignments and Examinations**

### **Mini-Assignments (12 points, i.e., 1 point for each post)**

Students are expected to post weekly brief reflections and questions on the assigned course readings and/or respond to specific mini-assignment prompts from the instructor on Blackboard. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. Reflections/mini-assignments are to be posted on Blackboard by midnight on the SUNDAY prior to each class (i.e., Students may miss two weekly mini-assignments without penalty and/or post two mini-assignments late without penalty.

Discussion post mini-assignments include:

1. Blackboard discussion posts about assigned readings and/or materials
2. strategies toolbox discussion posts

The purpose of these mini assignments is to apply course contents and use the terminology of the field. This offers opportunities to increase awareness about and analyze relevant cultural and contextual influences and significant human issues past and present e.g., how context influences learning of individuals and/or groups, or how concepts, principles and theories discussed in the course changed over time.

### **Mini-assignment: Discussion posts about assigned readings and/or materials**

Students are expected to post a reflection and pose a thoughtful question about assigned materials to weekly discussion boards. Students are encouraged to read and post responses to their classmates' posts. Reflections should be derived from the course materials on learner self-regulatory functioning and should reflect their interests. The instructor will periodically use questions and responses posted to the discussion board to guide in-class discussions.

**Rubric for Blackboard discussion board posts**

Exceeds standard 1 point	Posts and probing questions clearly explain contextual influences, demonstrate awareness about conceptual change, and/or apply appropriate methods, concepts, theories, and terminology of the field to analyze significant human issues related to course contents.
Meets standard 0.75 points	Posts and/or probing questions explain contextual influences, demonstrate awareness about conceptual change, and/or apply methods, concepts, theories, and terminology of the field to analyze significant human issues related to course contents but are vague or unclear.
Approaches standard 0.5 points	Some posts explain contextual influences, demonstrate awareness about conceptual change, and/or apply methods, concepts, theories, and terminology of the field to analyze significant human issues related to course contents but are incomplete or missing. Probing questions are missing or off topic.
Does not meet standard 0 points	Posts are missing or ideas are off topic.

**Mini-assignment: Strategies toolbox discussion posts**

Students are asked to create posts describing strategies they judge appropriate for the context described in the discussion forum. Their posts should describe how the strategy should be used, in which context(s), how it addresses challenges or barriers to academic success, and the evidence that this strategy is beneficial. Students are encouraged to read and reply to posts of their classmates and actively engage in the discussion. Perhaps other students are recommending helpful strategies.

**Strategies Toolbox Discussion Post Rubric:**

Exceeds standard 1 point	Detailed description of use, contextual factors, how the strategy addresses challenges or barriers to academic success and evidence for at least one strategy, with clear and appropriate empirical support and application of appropriate methods, concepts, theories, and terminology of the field.
Meets standard 0.75 points	Describes use, contextual factors, how the strategy addresses challenges or barriers to academic success, and evidence for at least one strategy with empirical support and application of methods, concepts, theories, and terminology of the field but is unclear or vague.

Approaches standard 0.5 points	Describes use, contextual factors, how the strategy addresses challenges or barriers to academic success, and evidence of one strategy with no, unclear or inappropriate empirical support or application of methods, concepts, theories, or terminology of the field.
Does not meet standard 0 points	Description of strategy is missing.

### **Strategies toolbox report (9 points)**

Self-regulation needs practice, effort, and productive strategies. Here we will focus on evaluating strategies based on research. Not all strategies are productive, work for everyone, or every situation. The aim of these mini-assignments is to develop and apply skills to evaluate strategies in relation to the goal and context, to provide appropriate recommendations, and create a toolbox of productive strategies students can draw on throughout their studies and beyond.

The strategies toolbox report is a description of at least 3 strategies the student experienced or expect to be beneficial for themselves. The report should describe each of the strategies in detail. For example, how it should be used, in which context(s), the student's experience or expectation of this strategy, how the student plans to use it in the future, and a detailed description of the evidence suggesting the strategy is productive. Students may build on their mini-assignment strategies toolbox posts to create their repertoire of strategies. The aim of this assignment is to provide students with a toolbox of evidence-based strategies to set them up for success in their future studies and/or other aspects of their life.

### **Strategies Toolbox Report Rubric, for each Strategy (i.e., 3 points each, 9 points overall)**

Exceeds standard 3 points	Detailed description of the strategy, with clear and appropriate empirical support related to course concepts, and appropriate use of the terminology of the field.
Meets standard 2 points	Describes the strategy with empirical support but is unclear or vague.
Approaches standard 1 point	Describes the strategy with no, unclear or inappropriate empirical support or connection to course concepts.
Does not meet standard 0 points	Description of the strategy is missing.

### **Self-Change Project (45 points)**

The self-change project allows students to apply and experience the theories, concepts, principles, terminology and methods we discuss in class. The purpose of this project is to move through all phases of the self-regulated learning cycle to achieve a personal goal, examine contextual influences of behaviors, and demonstrate awareness of change in behaviors, thoughts, and beliefs. The self-change project consists of 3 parts:

### **Part 1: Self-Assessment (12 points)**

The aim of this assignment is to increase self-awareness by monitoring and assessing current behavior, with an emphasis on contextual influences. For example, what environmental and social aspects are conducive or hindering for the behavior. To complete this assignment, students will collect, analyze, and interpret data about current behavior. The analysis should demonstrate appropriate application of behavioral science concepts, terminology, principles, and theories to identify patterns and areas for improvement. Drawing on findings from the self-assessment, students can select one aspect of a behavior they want to improve. Describe the behavior and their history with this behavior. Discuss specific contextual factors as well as social and cultural context that influenced this behavior. Describe what change they are aiming to achieve.

### **Part 2: Planning & Performing (12 points)**

This part of the self-change project invites students to take action. First, the student needs to create a plan how they will work on improving the behavior they selected in Part 1. For the analysis the behavior and development an appropriate intervention plan, students are expected to use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories. Using a single subject design (i.e., the student is the sample), students will incorporate an intervention based on self-regulation research to change a particular aspect of their behavior (e.g., academic learning, health, motor learning, etc.). As students are moving towards their goals, students will collect data to monitor their progress and adjust for possible obstacles to goal achievement. Students are expected to measure and document their progress in the self-change project. Identify two appropriate methods that will allow them to analyze and identify patterns of change.

### **Part 3: Self-Change Report (21 points)**

The self-change project report consists of part 1, 2 and the reflection of the self-change project. For this assignment, students should implement the feedback they received from their instructor on each part of the self-change project and combine the three parts to a coherent and cohesive report.

The reflection should focus on students' experience and progress during the self-change project. Based on the data students collected, what patterns emerged? What contextual and social factors were hindering? What contextual and social factors were helpful? What went well? What are areas for improvement? What are take-aways from the self-change project? What recommendations can students make to others who are planning a similar self-change project? The reflection should demonstrate awareness of changes in the behavior, thoughts and affects throughout the self-change project. Students are expected to use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories to make appropriate recommendations. The reflection should also draw a clear connection to theories and empirical research discussed in the course. For example, how does their self-change project reflect course contents?

Please note that marking of the self-change project will not include how well the student achieved their goals. The focus of this project is on applying and experiencing theories and empirical research discussed in the course, and using appropriate methods to collect, analyze and explain data about the behavior students aimed to change .

### Self-Change Project Rubric

Criteria	Does not meet standard	Approaches standard	Meets standard	Exceeds standard
<b>Self-Assessment</b>				
Description of: 1. Behavior 2. History 3. Expected change	Description is missing or addresses less than two of the three factors.	Describes less than three of the three factors.	Addresses all three factors, but explanation is unclear or vague.	Clearly explains behavior, its history, and attempts to change the behavior.
<b>Description of contextual influences of the behavior (Mason CORE outcome #1)</b>	<b>Description of contextual influences of the behavior is missing.</b>	<b>Describes contextual influences with no connections to the behavior.</b>	<b>Describes contextual factors of the behavior, but the description is unclear or vague.</b>	<b>Clearly describes how contextual factors influence the behavior.</b>
Examples of similar studies	Examples of similar studies are missing.	Describes less than two studies with no or inappropriate application of methods, concepts, theories, and terminology of the field.	Describes at least two studies with application of methods, concepts, theories, and terminology of the field, but description is unclear or vague.	Clearly discusses at least two studies with application of appropriate methods, concepts, theories, and terminology of the field.
<b>Planning and performing</b>				
Methods of measuring behavior and change over time	Methods of measuring behavior are missing.	Describes less than two ways the behavior change was measured.	Describes at least two specific ways the behavior change was measured, but the description is unclear or vague.	Clearly describes at least two specific and appropriate methods for measuring behavior change.

<b>Methods of intervention (Mason CORE outcome #3)</b>	<b>Methods of intervention are missing.</b>	<b>Description of the original plan for changing the behavior, how it applies methods, concepts, theories, or terminology of the field is missing.</b>	<b>Describes the original plan for changing the behavior with application of methods, concepts, theories, and terminology of the field but is unclear or vague.</b>	<b>Clearly describes the original plan for changing the behavior with application of appropriate methods, concepts, theories, and terminology of the field.</b>
<b>Reflection</b>				
<b>Description of findings (Mason CORE #2)</b>	<b>Description of findings is missing.</b>	<b>Describes what happened with no, or limited demonstration of changes in the behavior, e.g., description does not use the methods of measurement or refer to the original intervention plan.</b>	<b>Describes changes in the behavior, but is unclear or vague.</b>	<b>Clearly describes changes in the behavior with appropriate use of the terminology of the field.</b>
<b>Recommendations (Mason CORE outcome #3)</b>	<b>Recommendations are missing.</b>	<b>Offers less than two recommendations, with no or vague connection to the self-change project, no or inappropriate application of methods, concepts, theories and terminology of the field.</b>	<b>Offers at least two specific recommendations with some application of methods, concepts, theories, and terminology of the field.</b>	<b>Offers at least two specific recommendations that are clearly related to the self-change project with application of appropriate methods, concepts, theories, and terminology of the field.</b>

### **Mid-term Exam (24 points)**

The exam will be given, as indicated in the course schedule, assessing material discussed in class and in course readings. The exam may include multiple choice, short answer questions, and



essay/case analysis questions. A make-up exam will only be scheduled for valid excused absences. Prior notification is required.

Preparing for the exam gives students an opportunity to experience and refine study strategies discussed in class.

## Grading Procedures

Assignment	Points
Participation and attendance	10
Mini-assignments	12
Strategies toolbox report	9
Self-change project	45
Mid-term exam	24
Total	100

- **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%      D = 60 – 69.99%      F < 60%

## Professional Dispositions

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

## Class Schedule

### TENTATIVE COURSE SCHEDULE

Week	Topic	Readings Due Next Week	Assignments Due Next Class
1 8/21	Overview, Learning how to learn, History & introduction to self-regulation theory  Mon: <i>in person</i> Wed: <i>synchronously</i> <i>online</i>	Chapter 1: Academic self-regulation; Chapter 4: Goal setting	Mini-assignment
2 8/28	Planning and goal setting; Self-assessment and standards; In-class activity: How do I set goals?  Mon: <i>in person</i> Wed: <i>synchronously</i>	Chapter 6: Time management	Mini-assignment

3 9/4	Time management; In-class activity: how to manage time  Mon: No class Wed: <i>synchronously</i>	de Boer, H., Donker-Bergstra, A. S., Kostons, D. D. N. M., Korpershoek, H., & Van der Werf, M. P. (2012). <i>Effective Strategies for Self-regulated Learning: A Meta-analysis</i> . Groningen: GION onderzoek/onderwijs.	Mini-assignment
4 9/11	Strategy selection; In-class activity: How can I achieve my goals?  Mon: <i>in person</i> Wed: <i>synchronously</i>	Chapter 2: Understanding motivation; Kopetz, C., & Orehek, E. (2015). When the end justifies the means: Self-defeating behaviors as rational and successful self-regulation. <i>Current Directions in Psychological Science</i> , 24(5), 386-391.	Mini-assignment, Self-Change Project: Part 1
5 9/18	Productive vs. counterproductive SRL  Mon: <i>in person</i> Wed: <i>synchronously</i>	Chapter 7: Self-regulation of the physical and social environments,	Mini-assignment
6 9/25	Social and cultural context, and diverse learning environments  Mon: <i>in person</i> Wed: <i>synchronously</i>	Chapter 10: Preparing for exams	Mini-assignment
Action Phase: Developing Strategy Skills			
7 10/2	Preparing for exams  Mon: <i>in person</i> Wed: <i>synchronously</i>	Chapter 9: Learning from class	Mini-assignment
8 10/9	Engaging in class  Mon: asynchronously online Wed: <i>synchronously</i>	Chapter 8: Learning from course materials	Mini-assignment
9 10/16	Completing assignments and taking exams  Mon: <i>in person</i> Wed: <i>synchronously</i>	Chapter 11: Taking exams	Mini-assignment
10 10/23	Mid-term (10/25)  Mon: <i>in person</i> Wed: <i>synchronously</i>	Appendix B: A guide for completing a self-regulation study	Mini-assignment

Action Phase: Moving through the Self-Regulated Learning Cycle			
11 10/30	Metacognitive awareness; In-class activity: self-assessment  Mon: <i>in person</i> Wed: <i>synchronously</i>	Webbinar on Blackboard	Mini-assignment
12 11/6	Supporting productive self-regulated learning; In-class activity: How do I know which strategies are helpful?  Mon: <i>in person</i> Wed: <i>synchronously</i>	Heyes, C., Bang, D., Shea, N., Frith, C. D., & Fleming, S. M. (2020). Knowing ourselves together: The cultural origins of metacognition. <i>Trends in Cognitive Sciences</i> , 24(5), 349-362. Raković, M., Bernacki, M. L., Greene, J. A., Plumley, R. D., Hogan, K. A., Gates, K. M., & Panter, A. T. (2022). Examining the critical role of evaluation and adaptation in self-regulated learning. <i>Contemporary Educational Psychology</i> , 68, 102027.	Mini-assignment, Self-Change Project: Part 2
Action Phase: Self-reflection			
13 11/13	Metacognitive monitoring and control; Keeping track of progress towards goals  Mon: <i>in person</i> Wed: <i>synchronously</i>	Greene, J. (Host). (2018). Supporting students' agentic engagement with feedback: A systematic review and a taxonomy of reciprocity processes. Emerging research in educational psychology [Audio podcast episode]. <a href="https://soundcloud.com/user-883650452/naomi-winstone-podcast">https://soundcloud.com/user-883650452/naomi-winstone-podcast</a>	Mini-assignment, Strategies toolbox report
14 11/20	Self-evaluation; in-class activity: Analyzing self-change data  Mon: <i>in person</i> Wed: <i>synchronously</i>		Self-change project: Part 3
15 12/13	Exam period		

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 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](mailto: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](mailto:titleix@gmu.edu).

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

### *Classroom Climate*

Students are encouraged to discuss and share ideas with their 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 students have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age, and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

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