

## **Course Overview**

Chapter 1: Motivation: Introduction and Historical Foundations

### **Expectancy-Value**

Chapter 2: Expectancy-Value Theories

Hulleman, C. S., Godes, O., Hendricks, B. L., & Harackiewicz, J. M. (2010). Enhancing interest and performance with a utility value intervention. *Journal of Educational Psychology, 102*, 880-895.

Archambault, I., Eccles, J. S., & Vida, M. N. (2010). Ability self-concepts and subjective value in literacy: Joint trajectories from grades 1 through 12. *Journal of Educational Psychology, 102*, 804-816.

### **Attribution Theory**

Chapter 3: Attribution Theory

Shell, D. F., & Husman, J. (2008). Control, motivation, affect, and strategic self-regulation in the college classroom: A multidimensional phenomenon. *Journal of Educational Psychology, 100*, 443-459.

Natale, K., Aunola, K. & Nurmi, J. (2009). Children's school performance and their parents' causal attributions to ability and effort: A longitudinal study. *Journal of Applied Developmental Psychology, 30*, 14-22.

### **Self-Efficacy**

Chapter 4: Social Cognitive Theory

Bruning, R. B., Dempsey, M., Kauffman, D. F., & McKim, C. (2013). Examining dimensions of self-efficacy for writing. *Journal of Educational Psychology, 105*, 25-38.

Klassen, R. M., et al. (2009). Exploring the validity of a teacher' self-efficacy scale in five countries. *Contemporary Educational Psychology, 34*, 67-76.

### **Self-Regulated Learning**

Chapter 4: Social Cognitive Theory

MacArthur, C. A., Philippakos, Z. A., & Ianetta, M. (2015). Self-regulated strategy instruction in college developmental writing. *Journal of Educational Psychology.*

Stoeger, H., Sontag, C., & Ziegler, A. (2014). Impact of a teacher-led intervention on preference for self-regulated learning, finding main ideas in expository texts, and reading comprehension. *Journal of Educational Psychology, 106*, 799-814.

## **Goal Orientations**

### Chapter 5: Goals and Goal Orientations

Senko, C., Hulleman, C., & Harackiewicz, J. M. (2011). Achievement goal theory at the crossroad: Old controversies, current challenges, and new directions. *Educational Psychologist, 46*, 26-47.

Bong, M. (2009). Age-related differences in achievement goal differentiation. *Journal of Educational Psychology, 101*, 879-896.

## **Goal Orientations**

Zhou, M., & Winne, P. H. (2012). Modeling academic achievement by self-reported versus traced goal orientation. *Learning and Instruction, 22*, 413-419.

Plass, J. L., et al., (2013). The impact of individual, competitive, and collaborative mathematics game play on learning, performance, and motivation. *Journal of Educational Psychology, 105*, 1050-1066.

## **Personal and Situational Interest**

### Chapter 6: Interest and Affect

Flowerday, T., Schraw, G., & Stevens, J. (2004). The role of choice and interest in reader engagement. *The Journal of Experimental Education, 72*, 93-114.

Tapola, A., Jaakkola, T., & Niemivirta, M. (2014). The influence of achievement goal orientations and task concreteness on situational interest. *The Journal of Experimental Education, 82*, 455-479.

## **Intrinsic Motivation**

Katz, I., & Assor, A. (2007). When choice motivates and when it does not. *Educational Psychology Review, 19*, 429-442.

Benita, M., & Roth, G. (2014). When are mastery goals more adaptive? It depends on experiences of autonomy support and autonomy. *Journal of Educational Psychology, 106*, 258-267.

## **Rewards**

Filsecker, M., & Hickey, D. T. (2014). A multilevel analysis of the effects of external rewards on elementary students' motivation, engagement and learning in an educational game. *Computers & Education, 75*, 136-148.

Cameron, J., Pierce, W. D., Banko, K., & Gear, A. (2005). Achievement-based rewards and intrinsic motivation: A test of cognitive mediators. *Journal of Educational Psychology, 97*, 641-655.

### **Motivation in the schools**

Turner, J. C., et al. (2014). Enhancing students' engagement: Report of a 3-year intervention with middle school teachers. *American Educational Research Journal, 51*, 1195-1226.

Marchand, G., & Skinner, E. A. (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology, 99*, 65-82.

### **Grit**

Wolters, C. A., & Hussain, M. (2015). Investigating grit and its relations with college students' self-regulated learning and academic achievement. *Metacognition and Learning*.

Robertson-Kraft, C., & Duckworth, A. (2014). True grit: Trait-level perseverance and passion for long-term goals predicts effectiveness and retention among novice teachers. *Teachers College Record, 116*, 1-27.