EDP 723   MOTIVATION IN EDUCATION

Spring 2015
Wed. 4:10pm - 6:55pm; Poe 205
3 credit hours
Graduate standing requirement

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COURSE DESCRIPTION

This course provides an in-depth study of motivation and how it impacts learning in a variety of ways. The emphasis in the course will be a survey and critical examination seminal research articles related to motivation.

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text: 1. *Motivation in Education* (2014) (4th Ed.) by Schunk, Pintrich, & Meece.
2. Research article packet

LEARN | EDUCATE | APPLY | DEMONSTRATE |
| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

❖ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the content of education, including foundations, historical perspectives and school settings.

❖ **SERVE:** elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Overview

This course objectives address the following elements of the conceptual framework:

- ❖ **L**: Learn general pedagogy
- ❖ **E:** Educate with content specific strategies for teaching, may include technology
- ❖ **A:** Apply discipline or content specific knowledge
    - o Translate findings from existing literature into a unique research proposal.
    - o Articulate how findings from studies of motivation impact personal professional development
    - o Compare and contrast theories of motivation and discuss their implications for teaching and learning.
- ❖ **D:** Demonstrate understanding the educational context, i.e., school culture, societal issues
- ❖ **S:** Scholarly knowledge base to guide educational decisions
    - o Explain the significance of motivation for learning.
    - o Develop a knowledge base about the role of motivation in learning and cite current research findings related to educational implications of such research
    - o Identify strategies for motivating students.
    - o Develop empirical research proposals to further research in the field of motivation.
    - o Develop critical evaluation skills when reading journal articles with empirical investigations
- ❖ **E:** Ethical disposition for behaving with respect, integrity, personal responsibility
- ❖ **R:** Reflective and self-evaluative
- ❖ **V:** Value diversity with a sensitivity to cultural, economic, developmental, ethnic, racial, gender, religious and sexual orientation differences
- ❖ **E:** Experienced in practical application of knowledge

Teaching strategies: Class discussions, group work, reflection, electronic communication, inquiry activities, lecture

Major Assignments:

Class Format	
Class Participation & Manuscript Review	20 points
Session Leadership	20 points
Weekly Response Sheets	20 points
Research Proposal	40 points

Class Format

The purpose of this course is for you to develop a coherent understanding of research in the area of motivation. In addition, a focus will be on you translating this knowledge into something that is usable to you in your present/future career and/or research agenda. Being a doctoral level seminar, I expect you to take ownership over the course and work in a self-directed manner.

A variety of topics will be covered (see tentative schedule) and class members will take turns leading the discussion each week. Assigned articles should be read before coming to class, and students should have access to them on the days they are to be discussed. Each student will lead or co-lead two class sessions. Session leaders will: (a) facilitate the class discussion by preparing discussion questions and, (b) present one outside empirical article related to the week's topic. When you present your additional article please take 5-10 minutes to give an overall summary of the findings, the major research questions, the target population, the dependent measures, and any important implications. All students are expected to attend each class ready to discuss the topic assigned for that week. The typical class format will be an interactive discussion involving the instructor and all students.

Class Participation (20%). The class participation grade will be determined by class attendance and active participation in class discussions. Absences will affect the participation score.

Session Leadership (20%). The session leadership grade is determined by: (a) participation in facilitating the small group discussion and, (b) the outside article presentation. A high-quality supplemental exercise/reading is one that stimulates thought and relates to the week's topic. Successful facilitation will hinge on you having thought provoking questions and well-organized summaries. In addition, consider a novel or creative activity or exercise to illustrate your topic and/or the readings. The goal here is to promote discussion and elaborate on the readings so that class members gain well-organized knowledge and also consider what to do next with this knowledge. For the outside article presentation, the session leader(s) should select an article that is relevant, provide a copy to the class before the date of your presentation, present the material clearly, and field questions about the article as they arise.

Weekly Response Sheets (20%). I will provide you with a template (Word doc) that provides questions for you to answer regarding each session's readings. You should complete a Response Sheet for each class session and have access to it in class. The Response Sheets will aid us in our group discussion and hopefully provide you with a succinct set of notes that you can refer back to in the future. Please submit your answers

to questions #2 and #4 to the class via Moodle before the class session.

Grading Scale

Letter Grade	% Correct Needed	What this grade means
A+	97 %	Demonstrated the highest level of mastery of concepts, including the ability to apply these concepts to real situations
A	93 %	
A-	90 %	
B+	87 %	Demonstrated mastery and ability to apply at least some of these concepts to real situations
B	83 %	
B-	80 %	
C+	77 %	Demonstrated mastery of basic concepts
C	73 %	
C-	70 %	
D+	67 %	Demonstrated minimal mastery of topics
D	63 %	
D-	60 %	
F	< 60 %	Failed to demonstrate mastery of any topics

Research Proposal (40%). Each student will write a proposal for an empirical research study related to motivation. The final form of the project will include (a) a written paper 10 pages in length; and (b) an oral presentation of that paper on the last day of class. Research proposals should conform to APA style. The paper should center on a study that could conceivably be executed and submitted this following year to a national or international conference (e.g., AERA, APA, IRA, etc.). Format guidelines for the paper will be provided.

Class Discussion

This is a seminar class and a unique opportunity for you to delve deeply into a subject area with your peers. The success of the class depends upon your interactions with each other and your conscientiousness towards the readings and subject area. I strongly encourage you to participate in classroom discussion and to ask questions when you do not understand something. I hope to encourage a class with a relaxed atmosphere in which all students feel comfortable participating. It is my goal that you look back on this class as a challenging yet rewarding learning experience that furthers your career and ability to think and analyze research in general.

IMPORTANT INFORMATION

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.   http://www.ncsu.edu/provost/offices/affirm_action/dss/   For   more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php The College of Education's Conceptual Framework may be found in its entirety at http://ced.ncsu.edu/about/conceptual_framework.htm

Tentative Schedule

Jan 7   **Course Overview**
Chapter 1: Motivation: Introduction and Historical Foundations

Jan 14   **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.

Jan 21   **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.

Jan 28   **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.

Feb 4   **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.

Feb 11   **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.

Feb 18   **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.

Feb 25   **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.

March 4   **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.

March 11   **Spring Break – No class!**

March 18   **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.

March 25   **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.

April 1   **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.

April 8   **Open Topic Week**

April 15   **AERA**

April 22   **Research presentations in class**

April 29   **Research proposals due**