School of Education

EDST2044 Motivation in Learning and Teaching

Term 2, 2019

Contents

IMPORTANT: For student policies and procedures relating to assessment, attendance and student support, please see website,
https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2044 Motivation in Learning and Teaching (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinators:	Dr Marianne Mansour	Dr Tracy Durksen
Office Location:	Room 131, John Goodsell Building	Room 131, John Goodsell Building
Email:	marianne.mansour@unsw.edu.au	tracy.durksen@unsw.edu.au
Phone:	9385 1914	9385 8507
Availability:	By appointment on Thursdays	By appointment on Thursdays

3. COURSE DETAILS

Course Name	EDST2044 Motivation in Learning and Teaching
Credit Points	6 units of credit (uoc)
Workload	Includes approximately 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF COURSE

Drawing on a range of contemporary motivational theories, this course considers their implications in the school context, with a focus on learning and teaching. These seminal theories serve as a foundation to an extensive empirical research base that enables students to learn about the nature of motivation in their own lives, with an emphasis on learning and educational settings. It also supports teachers to apply a range of practical strategies and techniques in their own pedagogy.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- More discussion opportunities based on specific subject areas
- More activities and clips in tutorials to further develop students' understanding of course topics
- The second assessment is now an Annotated Lesson Plan which enables student to practically apply what they have been taught to a real-life teaching situation

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate an understanding of contemporary perspectives on motivation	1, 2
2	Apply motivational theories to learning and teaching situations	1, 2

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
3.3	Include a range of teaching strategies	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH
The major focus of this course is an introduction to motivation in the way it is defined in contemporary educational psychological theory and related research. The perspectives that are discussed are chosen because they are theoretically sound, empirically verified and have implications for learning and teaching.

5. TEACHING STRATEGIES
Students will be presented with information about major theories of motivation, their empirical evidence, and implications for schools and strategies to guide and inform their pedagogical practices. Discussions and practical learning activities will play a key role in developing students' thinking about how the theories might be applied to various educational contexts.

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-week program of 2-hour lectures and 1-hour face-to-face tutorials. In addition, learning is supported through 6 hours-worth of online content and activities.

This is an *indicative* course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests.

Module	Content
1 06/03/19	Introduction to course, requirements and introduction to Motivation
2 13/06/19	Self-determination Theory - Part 1
3 20/06/19	Self-determination Theory - Part 2
4 27/06/19	Self-determination Theory - Part 3
5 04/07/19	Self-Theory
6 11/07/19	Goals
7 18/07/19	Self-Regulation
8 25/07/19	Engagement
9 01/08/19	Motivation and Engagement Wheel and Scale and Positive Youth Development
10 08/08/19	Course revision and wrap up

7. RESOURCES

Readings

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: An introduction and overview. In Ryan, R. M. & Deci, E. L., *Basic Psychological Needs in Motivation, Development, and Wellness* (pp. 3-25). New York: Guildford Publications.

Ryan, R. M., & Deci, E. L. (2017). Schools as contexts for learning and social development. In Ryan, R. M. & Deci, E. L., *Basic Psychological Needs in Motivation, Development, and Wellness* (pp. 351-381). New York: Guildford Publications.

Quin, D. (2017). Longitudinal and contextual associations between teacher-student relationships and student engagement: A systematic review. *Review of Educational Research*, *87*, 345-387.

Dweck, C. (2014). Teachers' mindsets: "Every student has something to teach me" Feeling overwhelmed? Where did your natural teaching talent go? Try pairing a growth mindset with reasonable goals, patience, and reflection instead. It's time to get gritty and be a better teacher. *Educational Horizons*, *93*, 10-15.

Dweck, C. (2015). Carol Dweck revisits the growth mindset. *Education Week*, *35*, 20-24.

Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child Development*, *88*, 1849-1859.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*, 705 - 717.

Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science, 15*, 265-268.

Wolters, C. A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational Psychologist, 38*, 189-205.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*, 64-70.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*, 59-109.

Liem, G. A. D., & Martin, A. J. (2012). The motivation and engagement scale: Theoretical framework, psychometric properties, and applied yields. *Australian Psychologist*, *47*, 3-13.

Larson, R. W. (2000). Toward a psychology of positive youth development. *American psychologist*, *55*(1), 170-183

All students are expected to access the course's Moodle site and their emails regularly for course materials, information and announcements

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes	Due Date
Reflection	1500 words	40%	1, 2	1.2, 1.5, 3.3	Monday 08/07/19 5:00 PM
Annotated Lesson Plans	2500 words	60%	1, 2	1.2, 1.5, 3.3	Monday 12/08/19 5:00 PM

<u>Submission of assessments</u>

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Reflection (40%) - 1500 words (NOT including references)

- Reflecting on your school experiences (or work experiences), consider an inspirational teacher/mentor/boss. Describe *TWO* strategies this teacher/mentor/boss has used to motivate their students (or workers). (500 words)
- Read the article: Ryan, R. M., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78. (This will be made available via Moodle and in a mass email that will be sent informing students about this assessment)
- Reflecting on this Ryan and Deci article, describe *TWO* strategies a high school teacher could use to promote the psychological needs of autonomy *OR* competence *OR* relatedness in students. **(THESE MUST BE DIFFERENT TO THE STRATEGIES DESCRIBED IN THE FIRST REFLECTION)** (100 words)
- This assessment must be submitted electronically on Turnitin via Moodle by 5pm on **08/07/19**

Annotated Lesson Plans (60%) - 2500 words (NOT including lesson plans, resources and references)

The final assessment is an opportunity for you to consolidate all the knowledge you have gained in the course and to showcase it in two Annotated Lesson Plans that demonstrate your understanding and application of motivation. The Annotated Lesson Plans should integrate two motivational topics covered in the course. The Annotated Lesson Plans should include the following components:

- A brief overview and introduction
- Two detailed lesson plans (these lesson plans are not included in the word count)
- An explanation of how your lessons and resources explicitly link to the two motivational topics you have chosen
- Resources you would use in your lessons to enhance them and align them to your motivational topics (these resources are not included in the word count)
- You are expected to use at least 7 references from a range of resources including peer reviewed journal articles, book chapters, websites. These should be dated from the year 2000 and onwards. Seminal references dated prior to this can also be used.

Student Name: Student No.:

Assessment Task: **Reflection**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of motivation in relation to both reflection questions					
Depth of analysis and/or critique in response to the task • Description of strategies					
Familiarity with and relevance of professional and/or research literature used to support response • Understanding of the set reading					
Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • Use of academic language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences) • Appropriate sentence structure • Appropriate use of APA (6th) referencing and citation conventions • Word count is within 10% of the 1500-word limit					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task: **Annotated Lesson Plans**

SPECIFIC CRITERIA	(-) ———————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Demonstrates a clear understanding of the chosen motivational topics					
Depth of analysis and/or critique in response to the task • Explicit integration of selected motivational topics into annotated lesson plans • Insightful explanation of links between lessons and chosen motivational topics • Appropriate use of resources to enhance lessons					
Familiarity with and relevance of professional and/or research literature used to support response • Use of relevant research to support arguments or positions • Inclusion of citations from relevant literature to support the arguments that are dates from 2000 onwards (and older where appropriate e.g., seminal research) • Appropriateness of the citations					
Structure and organisation of response • Logical, clear, and coherent presentation of annotated lesson plans • Excellent flow of the overall structure and writing					
Presentation of response according to appropriate academic and linguistic conventions • Use of academic language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences) • Appropriate sentence structure • Appropriate use of APA (6th) referencing and citation conventions • Word count is within 10% of the 2500 word limit					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20   **(FL PS CR DN HD)**   **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**