



**UNSW**  
SYDNEY

School of Education

**EDST5321**  
**Motivation in Educational Settings**

**Term 2 2021**

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### 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, Design & Architecture  
School of Education  
EDST 5321 Motivation in Educational Settings (6 units of credit)  
Term 2 2021

### 2. STAFF CONTACT DETAILS

Course Coordinator: A/Prof Paul Evans  
Office Location: Morven Brown G50  
Email: [paul.evans@unsw.edu.au](mailto:paul.evans@unsw.edu.au)  
Availability: See Moodle for online course help forum, or via email for an appointment

### 3. COURSE DETAILS

Course Name	EDST 5321 Motivation in Educational Settings
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities
Schedule	<a href="http://classutil.unsw.edu.au/EDST_T2.html#EDST5321T2">http://classutil.unsw.edu.au/EDST_T2.html#EDST5321T2</a>

#### SUMMARY OF THE COURSE

What makes students want to achieve highly and engage deeply in learning? What makes students want to study some subjects over others? What makes anyone want to do anything at all? This course covers a range of contemporary perspectives on motivation that offer some ways to answer these questions. Some topics include values and attitudes, creativity, flow, choice, rewards, punishment, and passion.

#### THE MAIN CHANGES IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK ARE:

- This course was previously run as an 'intensive' face-to-face class and as a blended (face-to-face and online) class. It has now been adapted to a fully online format. Previous student feedback suggested the class enjoyed live meetings to discuss the various topics in the course, and four such occasions have been timetabled.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Understand the key tenets and constructs of self-determination theory including its assumptions about the nature of human behaviour	1
2	Conduct independent research into a specialised topic within motivation related to educational settings	1,2
3	Apply understandings of motivation to various educational settings	1,2

## PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1,2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem-solving skills	1,2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1,2
3.3.3	Support colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	2
3.5.2	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	1,2
4.2.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	1
4.4.2	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	1,2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The major focus of this course is on contemporary accepted theories of motivation and their evidence. These theories are often at odds with what has been accepted in the early 20th century, and also with folk or intuitive understandings about motivation. The perspectives that are discussed are chosen because they are theoretically sound, empirically verified, and have implications for educational settings. Through the seminar assessment task, students may either bring additional perspectives or discuss perspectives already covered in class in more detail.

#### 5. TEACHING STRATEGIES

Students will be presented with information during classes about major theories of motivation and their empirical evidence. Discussions will play a key role in developing students' thinking about how the theories might be applied to various educational settings.

#### 6. COURSE CONTENT AND STRUCTURE

The course will be delivered via a combination of self-paced and interactive activities. The topics below are subject to change. Each topic involves prerecorded video lectures, discussion activities, and for the main topics, a live scheduled class delivered online.

Each topic spans from 1 to 3 weeks, and you can complete the activities at your own pace. But it is expected that you regularly (weekly) engage with course materials, discussions, and classes during each topic.

Module	Topic
1	Course orientation
	The importance of motivation
2	Self-determination theory: A framework for understanding human motivation in educational settings
3	Student engagement and self-regulated learning
4	Critical thinking about motivation concepts: Growth mindset and other ideas
5	Teacher motivation

#### 7. RESOURCES

There is no required textbook for the course. Required readings are provided on Moodle.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
1. Annotated Bibliography	15 x 2-300-word annotations	50%	1-3	1-6	1.2.2, 3.5.2, 4.2.2, 4.4.2	Part 1: Weds 16 June by 5pm Part 2: Weds 14 July by 5pm
2. Motivation Report	2-3000 words	50%	2-3	1-4,6	1.1.3, 1.2.2, 3.3.3, 3.5.2, 4.4.2	Mon 9 August by 5pm

### **Submission of assessments**

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**

#### **Assignment 1: Annotated bibliography**

Present an annotated bibliography of sources provided including some of your choosing. The purpose of the annotated bibliography is to acquaint you with the elementary aspects of motivation and the literature associated with motivation in educational settings.

The annotated bibliography is completed in two separate parts, so that feedback from the first part can help you complete the second part.

See Moodle for further details on how to complete the annotated bibliography.

#### **Assignment 2: Motivation report**

Report to a school, sector, district, government department, or other organisation based on your analysis of its policies, strategies, practices, or curriculum. Your source information could be based on a school's discipline policy, interviews with a senior staff member at a school or a curriculum officer, school communications, or other school official or policy documents. The report should be written as though you are a consultant for the school.

Sample scenarios and data will be provided in the case that your workplace or previous workplaces are not suitable.

See Moodle for further details on how to complete the school motivation report.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS

Student Name:  
 Assessment Task: **Annotated bibliography**

Student No.:

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Was the substance of the article/text described and accurately?</li> <li>• Was the subject matter correct?</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Was there any attempt to synthesise the various sources or points of view in the research?</li> <li>• Was there any evaluation or critique of evidence or argument to support claims made in the literature?</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Were any additional references made to education, psychology, or motivation literature?</li> <li>• Were connections made between different reference sources provided?</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Was the material summarised effectively rather than simply being abstracted?</li> <li>• Were the annotations presented in the requested format?</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Is the level of academic English expression appropriate?</li> <li>• Were the references in APA format?</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**  
**Recommended: /20 (FL PS CR DN HD)**

**Date:**  
**Weighting: 50%**

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.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS

Student Name:

Student No.:

Assessment Task: **Motivation report**

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Good understanding of the history, structure, definitions, and development of self-determination theory</li> <li>• Competent analysis of the school/organisation's policy or approach</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Synthesis among the sources and understanding of different types of evidence presented in the literature. Synthesis of various sources and their criticisms</li> <li>• Use of various sources of information from the school/organisation regarding policies (e.g., policy documents as well as actual practice)</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate number of references used (at least 10)</li> <li>• Familiarity with the key texts in the theory as well as reports of empirical studies</li> <li>• Understanding of quality sources</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Report follows a logical structure</li> <li>• Information is presented in a way that most efficiently and effectively communicates the message appropriate to its audience</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Appropriate register for academic/professional English</li> <li>• References cited appropriately</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

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

**Weighting: 50%**

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.**