

University of
Lethbridge



Faculty of Education

EDUCATION 5850: Graduate Seminar

Motivation

in

M.Ed. General

(Study theme: Teaching, Learning and Neuroscience)

July 2018

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PERSONAL NOTE

I would like to recognize the contribution of Dr. John Freeman to this course design. The guidance he provided for me, both personally and academically, was a significant factor in my journey and motivation. Thank you, John!

COURSE DESCRIPTION

An exploration of motivational theories and their application in educational settings and other applied settings. This course will focus on motivation, self-determination theory, interest, attribution and expectancy-value, achievement goal theory, self-efficacy, and contextual determinants of motivation.

RATIONALE

Considering how often the word “motivation” is spoken in educational circles, one might imagine that, as a field, we share a comprehensive and enriched understanding of how motivation works. Unfortunately, the tenets of motivation that are most commonly applied in the classroom are based on reductive interpretations of only a few motivation theories. In this course, we will dig into the academic literature to see how scholars and researchers from the last 50 years have answered the question, “why do we do the things we do?”

COURSE OBJECTIVES

Students will demonstrate:

1. An understanding of motivation theories and how they can be applied to educational and other applied settings.
2. Critical thinking around understanding literature reviews and research papers, developing a position, and constructing an argument
3. Familiarity with individual and contextual factors related to motivation
4. Creative thinking for applying motivation theories to practice and research

COURSE CONTENT

Readings for the first six topics in this course (introduction to motivation, self-determination theory, interest, attribution and expectancy-value, achievement goal theory, self-efficacy) are listed below. Readings for the final topic (contextual determinants of motivation) will be chosen based on the interest and preferences of the class. (As might be expected for a course on motivation, your preferences and interests constitute a significant consideration in this course.)

1. Motivation

Daniels, E. (2010). Creating motivating learning environments: What we can learn from researchers and students. *English Journal*, 100(1), 25–29.

Eccles, J. S., & A. Wigfield. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53,109–132.

2. Self-determination theory

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54–67. 10.1006/ceps.1999.

Sansone, C., & Thoman, D. B. (2005). Interest as the missing motivator in self regulation. *European Psychologist*, 10(3), 175–186. <http://dx.doi.org/10.1027/1016-9040.10.3.175>.

3. Interest

Schraw, G., Flowerday, T., & Lehman, S. (2001). Increasing situational interest in the classroom. *Educational Psychology Review*, 13(3), 211–224.

Krapp, A. (2005). Basic needs and the development of interest and intrinsic motivational orientations. In *Special Issue: Feelings and Emotion in the Learning Process. Learning and Instruction*, 15(5), 381–395.

4. Attribution theory and Expectancy-Value Theory

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92(4), 548–573.

Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68–81.

5. Achievement Goal Theory

Senko, C., Hulleman, C. S., & Harackiewicz, J. M. (2011). Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions. *Educational Psychologist, 46*, 26–47. doi: 10.1080/00461520.2011.538646

Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist, 41*(10), 1040–1048.

6. Self-efficacy

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*(2), 117–148.

ADDITIONAL OPTIONAL READINGS

Cheon, S. H., & Reeve, J. (2015). A classroom-based intervention to help teachers decrease students' amotivation. *Contemporary Educational Psychology, 40*, 99–111.

Freeman, J. G., McPhail, J. C., & Berndt, J. A. (2002). Sixth graders' views of activities that do and do not help them learn. *Elementary School Journal, 102*, 335–347.

King, R. B., & Watkins, D. A. (2012). “Socializing” Achievement Goal Theory: The Need for Social Goals. *Psychological Studies, 57*, 112–116.

Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education, 67*, 152–160.

Thoman, D. B., Sansone, C., Fraughton, T., & Pasupathi, M. (2012). How students socially evaluate interest: Peer responsiveness influences evaluation and maintenance of interest. *Contemporary Educational Psychology, 37*, 254–265.

Weiner, B. (2008). Reflections on the history of attribution theory and research: People, personalities, publications, problems. *Social Psychology, 39*, 151–156. doi: 10.1027/1864-9335.39.3.151

TEXT/RESOURCES

Readings will be journal articles. These articles are accessible electronically from the University of Lethbridge website. You should have access to the sixth edition of the Publication Manual of the American Psychological Association (2009), as papers written in this course should follow its guidelines.

COURSE REQUIREMENTS & EVALUATION

There are two assignments for this course. Completion of each assignment is required for passing the course. If the assignment options do not appeal to you, an alternative may be done with my approval. Additionally, the relative weight of the assignments can be adjusted, as necessary, as determined through a conference with me.

Assignment One: 40%

Choice A: Position and Argument 4-5 pages

You develop a position or a point of view on a topic related to motivation. State your position clearly, and define the relevant terms. Then present a reasoned case to support your position. Evidence may come through thinking through the implications of the position, relating it to your personal experience, and interpreting current research.

Choice B: Two Sides of a Professional Issue 4-5 pages

State a motivational issue and two sides one could take. Choose an issue in your professional practice that is close to your heart. Describe the issue briefly. Then, again briefly, summarize and critique the literature and evidence on each side of the issue. Draw a conclusion, based on the evidence and critique you reported, or explain why it is not yet possible to reach a conclusion.

Choice C: Self-Assessment 4-5 pages

Many of us have personal dilemmas related to motivation. For example, we may find it difficult to lose weight or to complete course assignments. Select a particular personal problem and reflect on how motivational theory might help you understand this problem more fully. Indicate an action plan that will help you overcome any obstacles to meeting your goal. Although the emphasis in this assignment is on narrative, the paper must remain connected to the research literature.

Assignment Two: 60%

Choice A: Seminar

Choose a topic that interests you within the field of motivation. Prepare a 45-minute seminar. Include a reading assignment for the class prior to your seminar. You need not present for the full 45 minutes. Indeed, it would be most beneficial if the seminar provoked discussion among the class members. Seminars can be done alone or with a partner. Partners will receive the same grade for the seminar. In the event that several persons wish to present seminars, the class will be divided in half for them.

Choice B: Literature Review 10-15 pages

A literature review is usually carried out and written to obtain a research-based answer to a specific question or to determine the extent of support for a particular position. First, define a problem in motivation clearly and specifically. Read critically from the literature and draw the major themes from your reading. Other literature reviews may be a good initial point, but you must include primary sources. Remember that this is a selective, rather than exhaustive, review.

Choice C: Case Study 10-15 pages

Prepare a case study that focuses on motivation based on your own experiences in a given professional situation. The best cases usually emerge from situations you found perplexing, in

which you wrestled with a dilemma in your professional practice that yielded no clear resolution, but in which you had to act. Be certain to disguise names and places so no one can identify the situation or characters. Seek and discuss research literature that helps you think about the case.

Course Assignments and Evaluation

There is a strict late policy. Late assignments will lose 3% per calendar day, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor).

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

Grading Scheme

Course outlines should include the following grading scheme:

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Faculty of Education master's level program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Students with Disabilities Policy

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs). Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About_the_ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

Privacy and Confidentiality

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

Withdrawal from an Online Course

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.