

# MOTIVATION AND LEARNING (EDP 614-001), SPRING 2015

TUESDAYS & THURSDAYS 9:30-10:45, 131 DICKEY HALL

**Professor:** Ellen Usher, 249 Dickey Hall, ✉ [ellen.usher@uky.edu](mailto:ellen.usher@uky.edu)

**Office hours:** Tuesdays after class and by appointment

**Course web site:** <http://edp614-spring2015.blogspot.com>

Please check our web site and your email account daily for course information.

**Required readings are listed on the "Readings" tab of the course web site;** most are available for download. A course-specific username and password are required for access to most readings. Please print and bring assigned readings with you to class.

**COURSE OBJECTIVES:** My hope is that by the end of the course you will be able to

1. identify key theories of motivation and describe their contribution to an understanding of the self, learning, competence, and human growth;
2. critically analyze key issues and controversies in motivation theory and research;
3. understand the ways in which personal, cultural, and historical experiences affect the motivation of learners from a variety of socioeconomic, cultural, and ethnic backgrounds;
4. describe the implications of the key theories of motivation for educational practice, childrearing, personal knowledge, health, and well-being;
5. apply the major principles and concepts derived from research in motivation theory to the identification, selection, and solution of problems that you will encounter as humans, students, teachers, researchers, parents, consumers, and voters;
6. use principles derived from theories of motivation to evaluate educational and workplace practices and policies;
7. clearly advance, both orally and in writing, your own critical analysis of theories of motivation as they pertain to educational practices, policies, and outcomes;
8. evaluate and conduct empirical research on a motivation construct(s) in a domain(s) of choice;
9. demonstrate intellectual initiative by making meaningful connections between course material and your own knowledge; and
10. think contextually and reflectively.



**CLASS ATTENDANCE** is expected, as it shows your desire to engage the course material and to contribute to class discussions. **Please take care to be in class promptly at 9:30 a.m.** It is my expectation that you will be on time for every class. Any class may begin with a brief assessment on the reading or previous content.

**CLASS REQUIREMENTS** include written reflections to course content; regular assessments and activities, both in class and online; in-depth, active participation; and a formal paper in which students undertake either a literature review or an empirical study that explores motivation in an area of interest.

## Class Requirements (Weight)

Written reflections (10 x 3 = 30 points)  
Tests and activities (20 points)  
Participation (14 points)  
Peer reviews (2 x 3 = 6 points)  
Formal research project (30 points)

## Grade Scale

93-100 A  
84-92 B  
75-83 C



**CLASS POLICIES** on important matters such as academic honesty, writing, attendance, participation, use of technology, and student support services are posted to our web site as electronic addenda to this syllabus. Students are responsible for their full understanding of and adherence to these policies.

## EDP 614 - Motivation and Learning - Weekly Plan - Spring 2014

Date	Topic	Reading Due	Assignment Due
<b>Foundations of Motivation and Learning</b>			
Th 1/15	Introduction		
T 1/20	History and measurement of motivation	Schunk, Pintrich, & Meece	
Th 1/22	Importance of situated thinking	Pajares & Graham; Foster Wallace	<b>Book Selection</b>
T 1/27	The self and identity	James, Cooley	R1*
Th 1/29		Kahneman	R1*
<b>Central Motivation Constructs</b>			
T 2/3	A humanistic perspective of motivation	Maslow	<b>Mini proposal</b>
Th 2/5			R2*
T 2/10	Self-determination theory (SDT)	Pink	R3*
Th 2/12	Applications of SDT	Choice**	R3*
T 2/17	Expectancy-value theory, interest	Wigfield, Tonks, & Eccles; Choice**	R4
Th 2/19	Self-esteem	Baumeister et al.	R4; <b>Proposal</b>
T 2/24	Social cognitive theory	Bandura	R5
Th 2/26	Self-efficacy	Pajares; Choice**	R5
T 3/3	Self-regulation	Zimmerman & Kitsantas	R6
Th 3/5	Goal setting, achievement goal orientation	Schunk et al. ; Choice**	R6
T 3/10	Attribution theory	Weiner; Choice**	R7
Th 3/12	Personal theories of ability	Dweck & Molden	R7
3/16-20	<i>Spring Break - no classes</i>		
<b>Motivation in Context</b>			
T 3/24	Stereotype threat	Aronson; Brown	R8
Th 3/26	Race, ethnicity, and motivation	Graham & Hudley	R8
Sa 3/28	Spring Research Conference		University of Louisville
T 3/31	Culture and motivation	Pajares	R9
Th 4/2	Gender and motivation	Hyde & Durik; Choice**	R9
T 4/7	Motivation in diverse contexts	Readings will vary	R10
Th 4/9			<b>First draft</b>
T 4/14	Grit, tenacity, perseverance	Choose 1: Gladwell; Tough; Ripley	R11
Th 4/16	Peer review meetings		<b>Peer review</b>
T 4/21	Peer review meetings		
Th 4/23	Research presentations		<b>Paper presentation</b>
T 4/28	Research presentations		<b>Paper presentation</b>
Th 4/30	Course wrap-up		<b>Final paper</b>

\*Required responses. You may revise and resubmit the first three responses in light of my feedback.

\*\*Select an empirical (data based) article on this topic. Submit full APA citation of your choice to our blog.



In addition to the readings on this weekly plan, students are required to **read one book on motivation** (see next page). Your selection or an approved should be submitted for approval by Jan. 22. A longer response (3 single-spaced pages) is required for your selected book. Additional readings may be assigned. Please check the date below for the latest draft of this syllabus.

You are invited to meet with me at any time to discuss your work in the course. Due dates are firm unless you have made alternative arrangements with me in appropriate advance.

## Book Choice List

### General Texts on Motivation

- Anderman, E., & Anderman, L. H. (2010). *Classroom motivation*. Upper Saddle River, NJ: Pearson.
- Stipek, D. (2002). *Motivation to learn: Integrating theory and practice (4th edition)*. Boston, MA: Allyn & Bacon.
- Wentzel, K. R., & Wigfield, A. (Eds.). (2009). *Handbook of motivation at school*. New York, NY: Routledge.

### A Humanistic Perspective on Motivation

- Maslow, A. H. (1968). *Toward a psychology of being*. New York: Van Nostrand Reinhold.
- Reiss, S. (2000). *Who am I? The 16 basic desires that motivate our actions and define our personalities*. New York, NY: Berkley Publishing Group.

### Self-Determination Theory

- Kohn, A. (2011). *Feel-bad education: And other contrarian essays on children and schooling*. Boston, MA: Beacon Press.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead.

### Social Cognitive Theory and Self-Efficacy

- Pajares, F., & Urdan, T. (Eds.). (2006). *Adolescence and education, Vol. 5: Self-efficacy beliefs of adolescents*. Greenwich, CT: Information Age Publishing.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman. Preface-Chapter 5.

### Self-Regulation

- Baumeister, R. F., & Tierney, J. (2011). *Willpower: Rediscovering the greatest human strength*. New York, NY: The Penguin Press.
- Mischel, W. (2014). *The marshmallow test*. New York, NY: Little, Brown and Company.
- Schunk, D. H., & Zimmerman, B. J. (Eds.). (2008). *Motivation and self-regulated learning: Theory, research, and applications*. New York, NY: Taylor & Francis.
- Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Boston, MA: Houghton Mifflin.

### Self-Theories and Conceptions of Ability

- Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Random House.

### Culture and Motivation

- Salili, F., & Hoosain, R. (Eds.). (2007). *Culture, motivation, and learning: A multicultural perspective*. Charlotte, NC: Information Age.
- Steele, C. M. (2010). *Whistling Vivaldi and other clues to how stereotypes affect us*. New York, NY: W. H. Norton.

### Gender and Motivation

- Pinker, S. (2008). *The sexual paradox: Men, women, and the real gender gap*. New York, NY: Scribner.

### Profiles of Success

- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York, NY: Basic Books.
- Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Little, Brown and Company.
- Ripley, A. (2013). *The smartest kids in the world and how they got that way*. New York, NY: Simon & Schuster.
- Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Simon & Schuster.