

Motivation in the Classroom

15:295:518:90, Spring 2014

On-line Course

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Required Readings

1. Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in Education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
(Note: Text is available at the Rutgers University Bookstore).
2. Course readings: On-line articles and book chapters that will be posted on Sakai

Course Description

This course provides an in-depth look at the development of achievement motivation in educational settings (elementary through college) from a psychological perspective. Most theories and research on achievement motivation are framed around two major components of students' motivation: Can I do this task? Why do I want to do this task? We will address these questions through the theoretical lenses of major theories of achievement motivation including expectancy-value theory, attribution theory, achievement goal theory, self-determination theory, and theories of personal and situational interest. We will examine how and why students' responses to these questions shape their engagement and learning.

As part of our discussion, we will consider how achievement motivation develops and what can be done to promote adaptive forms of motivation. In particular, the role of parents (e.g., parental expectations), peers, and teachers (e.g., structure of the classroom in terms of tasks, autonomy, and recognition/evaluation) will be considered in relation to the fostering of adaptive forms of achievement motivation. Finally, we will discuss the influence of student characteristics such as age, gender, ethnicity, and culture and how they might contribute to individual variation in motivation.

Over the course of the semester, you will be able to meet the following objectives:

- Explain student motivation
- Describe, connect, contrast, and evaluate the primary theories that explain students' motivation
- Characterize the role of high quality motivation for engagement and learning outcomes
- Apply motivation principles to classroom contexts, other relevant contexts, and relevant examples
- Consider how to promote and facilitate high quality motivation in classrooms via instruction, tasks, recognition practices, etc
- Explain the role of individual differences related to age, gender, race, ethnicity & culture for motivation
- Apply principles of motivation to yourself as a learner

Course Organization

This course will be conducted primarily as a discussion seminar. We will engage in weekly discussions related to the assigned motivational theory and accompanying readings. All seminar participants will be a member of a small group within which you will raise questions and discuss the topic of the week. In addition, everyone will have the opportunity to be involved in leading the on-line discussion by facilitating

group discussions. You will be expected to make each session stimulating by keeping up with the readings, organizing your thoughts before each session, and participating actively in class discussions. Keep in mind that I cannot simply teach you what you need to know about the “psychology of motivation”. In order for you to effectively learn, you must be willing to be an active and engaged participant in the learning process. Thus, how much you learn in this course will be directly proportional to your level of commitment and involvement.

Requirements and Grading

Participation & Weekly Questions/Posts	30%	2 Reflection Papers	40%
Weekly Journal	10%	Final Paper	20%

Recommendations for a weekly cycle in our on-line course:

Monday a new topic begins → Read the course readings Sunday & Monday → Make initial posts by Tuesday & Wednesday → Check in Thursday - Saturday to grapple with issues raised by your peers and to further advance the discussion/respond to follow-up questions → Sunday the threaded-discussion is closed at midnight. Weekly journals are due.

General Approach to the Readings

Approach readings in an active, systematic, and deliberate way (skipping occasional paragraphs is often acceptable). *Read to understand, not just memorize.* After you complete a reading, you should be able to summarize the main thesis of the article and evaluate the research evidence presented by the authors in support of that thesis (or the coherence of a theoretical framework/perspective).

For purposes of summarization, ask yourself the following:

Literature Review

- What is the issue of most concern to the author?
- Why does the author think this issue is important?
- How is the current review or study grounded or established in past research on the issue?
- What are the conceptual/theoretical underpinnings or framework of the author’s work? That is, what theoretical assumptions guide the questions and the interpretation and integration of findings?
- What is the gap in the current knowledge that this paper aims to address? What goals do they hope to address?

Empirical Results/ Review

- What are the main findings of the study, or in the case of a nonempirical paper, what are the main points made by the author and what is the most critical evidence presented in support of these points?
- In the case of an empirical paper:
 - What are the dependent and independent variables?
 - Who are the participants? How were the participants involved?
 - Are the measures reliable and valid?
 - Are the conclusions valid for *this sample*? (Internal validity)
 - Are the conclusions generalizable to other participants? To other settings? To other tasks? To other measures? (External validity)

For purposes of evaluation, ask yourself the following:

- What are the strengths and weakness of the author’s work (e.g. its theoretical or empirical contribution, creditability of assumptions, appropriateness of research design, measures, sample selection, interpretation, applications)?
- Does the author address the gap and cited goals?
- How would you improve on this work?
- What questions provoked by the author merits further study?
- What research designs or methods would be fruitful in addressing these questions in future investigation?

Active Class Participation and Weekly Questions **30% of final grade**

This is a discussion-oriented seminar and everyone is expected to participate in our on-line discussion in the following ways:

- *Weekly Questions and Posts:* Each week your group will discuss the assigned readings. These discussions will focus on clarifying our understanding of the motivational constructs and theory, the specific research study (i.e., research question, methods, results, appropriate conclusions), and the implications and applications of the ideas we have read about.
 - Each week you should plan to contribute by presenting your own reflective comments as well as by respond to your group member’s posted questions and comments. You should plan to have a minimum of 5 posts each week (e.g., 3-4 individual reflective comments; 1-2 responses members of your group). With your entries, you can post questions and reflections/comments that are relevant to the week’s readings. In addition, some of your entries should be in response to the questions and comments posted by your fellow group members. It is appropriate to ask for further elaboration, clarification, or to push the idea or connection made within your group to the next level.
 - Group discussion grapples with the readings, brainstorms and explores ideas relevant to motivation, and is used to reflect on key ideas and questions raised by these theories. Given this course goal, you do not need to check for exact grammar, spelling in your posts, etc.; that is, there is some level of informality to our threaded discussions. However, prior to posting, please be sure that the main ideas are clear and organized, so that your points are clearly communicated.
 - My Role: During the week, I will be posting guiding questions for groups to discuss. In addition, I will be entering discussion around meaty issues, providing feedback, and asking follow-up prompts or questions. At the end of each week, I will evaluate your the frequency and quality of your contributions and your shared understanding of key ideas (see rubric).
- *Facilitator:* You will be assigned to the role of facilitating 1-2 group discussions. When you facilitate a discussion you will be responsible for posing questions and for helping focus and sustain the momentum of your group’s discussion on key ideas from the readings. This may include posing additional questions, asking follow-up prompts to a post, asking peers to explain, elaborate, or justify their idea, or by suggesting a connection among posts (within or across weeks). This will also include guiding the discussion back toward central issues.

Thought-provoking questions and posts go beyond definitional issues or areas of confusion (these are also appropriate for discussion), but instead really grapple with some of the key issues, current debates, and themes of the field of motivational research, while citing the relevant readings. In addition, posts attempt to make connections among the week’s readings and will try to tie the current week’s topic with those covered in other weeks. It would also be acceptable to post stating an argument or point that you derive from the articles and asking if others agree. Example questions might include:

- Questions might grapple with unpacking and understanding the constructs, ideas, and assumptions presented by a specific theory. For example, is the distinction between identified and integrated regulation meaningful?
- Does this theoretical construct/idea apply to younger children and adolescents?
- How is this construct applied in school settings?

Evaluation will be based on the number of contributions as well as the quality of your contributions:

On-line Threaded Discussion - Weekly Rubric

	3	2	1
Quantity of Posts	Minimum of 3-4 comment and reflections posts for the week's topic, as well as 1-2 responses to peer's questions or feedback.	Frequent posts, but brief.	Infrequent and/or brief posts; reflected in limited contributions to the group
Quality of Posts	Comments and reflections advance the discussion by interpreting, analyzing, elaborating, questioning, applying and/or synthesizing readings.	Posts primarily apply, interpret, and give examples, with few attempts at analyzing, questioning, critiquing and synthesizing.	Posts primarily framed as opinions, simple reactions (such as repeating or restating prior posts), and interpretation, rather demonstrating a depth of understanding
Content Connections	These high quality posts draw clear and relevant connections to content of readings/key concepts.	Connections to content are inconsistent or unclear; Personal interpretations and applications of readings do not cite content connections, or intent or goal of the application is unclear or seems an end in itself	Connections to the readings are absent or limited; posts are tangential, not clearly related, or less relevant to main ideas reflected in the readings.
Total Points (/9 points):			

Given that we will be spending a significant amount of our time co-constructing understanding in small groups, let's consider additional guidelines to ensure positive group interactions (adopted from Clark Chinn, citing Smith, Johnson & Johnson, 1981):

- Aim to be professional, respectful, and careful during your online interactions
- Remember that we are all in this together, and we benefit from listening to everyone's ideas and by encouraging each other's participation (even if we do not agree)
- When giving criticism or disagreeing, remember to be respectful when providing feedback or commentary, and to be critical of ideas, not one another.

Weekly Journals

10% of final grade

Each week you will submit a one-page personal reflection in your journal via ecollege. These journals are due on Sunday (at the end of the week's topic). Your personal reflection can discuss and elaborate on one (or more) of the following topics: Elaborate on a question, reading, or discussion thread from your group discussion, connect among theories, draw applications to a relevant context, extend and propose a new thoughtful reflection, etc.

While threaded discussion is an opportunity for brainstorm and idea generation, the intent of the weekly journal is for synthesis, elaboration, and reflection. **It can be written throughout the week, with the focus being on in-depth reflection.** Accordingly, your one-page reflection should be a formal presentation of your understanding and reflection of the week's readings. Thus, it is important to clearly organize your ideas, check grammar and spelling, and present an advanced understanding of the material and readings.

Reflection Papers

30% of final grade

The purpose of these papers is to give you an opportunity to engage in a theoretical analysis/synthesis of the readings. You will pick 2 of the 4 assigned reflection papers to complete. The reflection papers should be approximately 5 typed pages and focused on the assigned topic. I will distribute some suggested paper topics/questions the week before they are due. Reflection papers are due on Mondays and should be submitted to your dropbox. (*Note: the week that a reflection paper is due, you do not need to submit your weekly journal as described in weekly participation*). The general topics for the papers and the dates that the topics will be handed out are listed below (also see course outline of readings):

Note: The week presented here indicate when the paper topic will be handed out.

Reflection Paper Schedule:

1st Reflection Paper	Feb 10	Expectancy-value, Competence Beliefs
2 nd Reflection Paper	Feb 24	Attribution theory, Views of intelligence
3 rd Reflection Paper	Mar 10	Achievement Goal Theory, Intrinsic Motivation
4 th Reflection Paper	Apr 14	Engagement, Motivation regulation, Social views

Final Paper

30% of final grade

For the final paper, you will be asked to write a scholarly paper that is approximately 12-15 pages (double spaced, Times New Roman 12pt font). The paper will give you the opportunity to explore an aspect of the course in greater detail or extend a topic to another area (e.g. deeper examination of achievement goal theory, consideration of developmental or ethnic differences and motivation). You may also pursue other areas of motivation not specifically addressed in-depth in the course (e.g. motivation of special education students, motivational explanations for problem behaviors (e.g., anxiety disorders), teacher motivation, motivation in technology-enhanced classrooms). I am open to your suggestions.

You must use at least 8 *new* references (outside of the course readings). I also encourage you to use references from the course readings, but these will not “count” as part of minimum references. The references should be from psychological journals or edited books. Please do not use web pages or “popular psychology” books as sources (check with me if you are unsure about the source you wish to use). You may find the following journals particularly useful (although feel free to use other journals as well): *Journal of Educational Psychology*, *Educational Psychologist*, *Child Development*, *Developmental Psychology*, *Journal of Applied Developmental Psychology*, *Contemporary Educational Psychologist*, *American Psychologist*, *Journal of Personality and Social Psychology*, and *The Elementary School Journal*. I also recommend looking at recent edited book chapters. Edited books and handbooks often provide good overviews of a particular topic. When searching for articles, please use a research database such as PsychInfo.

a) Research Review Paper. This could be a comprehensive paper summarizing, reviewing and critiquing a specific topic related to the course. This would involve exploring a particular issue in greater depth, and would require accessing additional articles and resources on the selected topic. The paper would introduce the concept under study, central findings of the research, highlight the main issues in the field, present contrasting points of view and debates in the field, and discuss limitations of the current work. In the

paper's conclusion, you could apply relevant issues to a real world context, extend the topic to a new setting, or recommend future directions or avenues for research.

b) Research Proposal. A formal proposal for a research project. Consider a research question that comes out of a theoretical perspective or issue related to motivation. Propose a question and a way to examine this issue that might lead to a potential study or a Master's thesis. The paper would involve a literature review that provides a background of the issue, terms, and relevant work in the area. The paper would go on to introduce a research question that comes out of this work as an extension or application of the area. You might also introduce the context in which you plan to conduct the study, the participants, and other ideas you have for how you plan to investigate the question under study.

c) Case study. An analysis and/or evaluation OR design of a school program, intervention, curriculum, lesson plan or developed unit (at least two days), group interaction among students, therapy sessions, or piece of software, from a motivational perspective. The case should apply motivational theories and constructs to your analysis and evaluation of the setting. This paper would first present a description of the context of your case or the developed program. Following or in an integrated manner, the paper would connect the program's features to motivational concepts and theories. The literature you review in preparation for this paper could either examine the theory your intervention is grounded in OR other established interventions that are related to your program. A discussion would follow in which you would discuss the strengths and weakness of the program given these motivational ideas and would make recommendations to further improve the design.

The proposed paper topics must be emailed/handed in by **February 10th**. This initial proposal should focus on providing details about the main issues, points, or controversy you plan to address (a few paragraphs). You should not focus on the value or *why* you selected the topic. In addition, an outline of the final paper that introduces your paper's organization is due in class on **March 10th**. The outline should set the structure for the paper with main headings, the key points you plan to address, and a set of 8-10 *new* references you plan to use. (Note: If you select the case study option, a beginning description of the program is appropriate to help set the context of the final paper, along with the connections to motivation you plan to relate to this case.) These first two stages will allow me to provide initial feedback on your ideas that are taking shape and make suggestions to guide your writing. The final paper will be due **May 12th**.

Papers should be written in a style consistent with the recommendations of the American Psychological Association (6th Edition). Be sure to include a reference list at the end of the paper listing the references cited in your paper. As suggested by the APA manual, please avoid the use of extensive verbatim quotations (limit yourself to at most two verbatim quotations in the entire paper). **However, you should use multiple *citations* throughout the paper to credit your sources and back up your argument.**

Note: It is not acceptable to use a paper that you have used for another course. However, it is acceptable to do a paper on a similar topic (as long as you take a new perspective) and it is acceptable for you to use this paper as an opportunity to develop a paper for another requirement (e.g., conference presentation).

Below are the criteria that will be used to evaluate your final paper.

Introduction

- Is the purpose of the paper clearly stated?
- Is the justification of the topic clear (why did you pick this topic, why is it important)?
- Is it clear how the paper discussion will be organized?

- Do the goals of the paper promise to make an intellectual contribution by reviewing an often under studied issue, discussing critical implications of key theoretical ideas, or proposing future research?

Body

- Is the evidence/discussion that is presented relevant to the purpose of the paper? (i.e., is the body of the paper written based on the question/purpose stated in the introduction?)
- If there are multiple viewpoints on the topic, are multiple sides presented?
- Are statements justified based on prior research/theory? (citing relevant articles)
- Are relevant theories/ideas from class reading and discussions presented?
- Does the discussion go beyond a listing of individual papers, by synthesizing and critiquing the reviewed research?

Conclusion

- Is the relevant evidence integrated and summarized coherently?
- Does the conclusion directly relate to the question(s) asked in the introduction and to the evidence presented in the body?
- Are suggestions made for future directions? If applicable, are suggestions made for practice?
- Does the paper come to a conclusion, with a clear point of view and contribution?

Form/Style

- References and citations in APA style
- Spelling/Grammar
- Clarity (ideas expressed clearly), organization
- Page length/number of references in accordance with assignment guidelines

Features of an Online Course

An online course differs from a traditional face-to-face course in a number of ways (adopted from Clark Chinn):

- A. A strong emphasis on student-driven learning. The instructor role is of overall facilitator and coordinator (see more on my role below).
- B. Work at your convenience. But it is important to be engaged most days during the week. This is quite different from a traditional course, in which it is perfectly fine to prepare the day before, go to class the day of class, and then not think about the course the other five days a week.
- C. Focus on asynchronous rather than synchronous activities. (This course will--officially--be all asynchronous.)
- D. Students have to do much more of the integrative work. There is also a more disjointed, spread out feel to an online course. This is likely to support long-term memory development, though it may not feel like it at the time.

Vehicles by which you will receive instruction and feedback from me:

- Questions posed at the beginning of each week are meant to focus your group on key ideas and issues for a particular theory.
- Formative feedback, questions, prompts, and comments that I provide throughout the week
- Summative feedback on culminated group discussion and weekly journals
- Reflection paper and final paper feedback at the proposal, outline, draft and final evaluation phases

Outline of Course and Readings¹

Please note: I recommend reading the articles in the order listed in the syllabus.

Introduction and Organization

January 21-24

Background Readings on the Study of Motivation more broadly.

Schunk, Pintrich & Meece, Chpt 1 (skim)

- Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95, 667-686.

Recommendations for further reading:

- Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In N. Eisenberg (Ed.), *Handbook of child psychology. Vol. 3. Social, emotional, and personality development* (5th ed., pp. 1017-1095). New York: Wiley.
- Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 63-84). New York: Macmillan.
- Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology*, 82, 616-622.

Jan 27

Expectancy-Value Models

Schunk, Pintrich & Meece, Chapter 2 (skim pp. 45-50, read the remainder of the chapter).

- Wigfield, A., Tonks, S. & Klauda, S.L. (2009). Expectancy-Value Theory. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school*. (pp. 77-104). New York, NY US: Routledge/Taylor & Francis Group.
- Fredricks, J. A., & Eccles, J. S. (2002). Children's competence and value beliefs from childhood through adolescence: Growth trajectories in two male-sex-typed domains. *Developmental Psychology*, 38, 519-533.

Recommendations for further reading on Expectancy x Value:

- Atkinson, J. W. (1964). *An introduction to motivation*. Princeton, N.J.: Van Nostrand. (Chpt 9)
- Brophy, J. (2008). Developing students' appreciation for what is taught in school. *Educational Psychologist*, 43, 132-141.
- Eccles, J.S. (1994). Understanding women's educational and occupational choices: Applying the Eccles et al. model of achievement-related choices. *Psychology of Women Quarterly*, 18, 585-610.
- Parsons, J. E., & Goff, S. B. (1978). Achievement motivation: A dual modality. *Educational Psychologist*, 13, 93-96.
- Brophy, J. (1999). Toward a model of the value aspects of motivation in education: Developing appreciation for particular learning domains and activities. *Educational Psychologist*, 34(2), 75-85.
- Wigfield, A. & Eccles, J. S. (2002). The development of competence beliefs, expectancies for success, and achievement values from childhood through adolescence. In A. Wigfield and J. S. Eccles (Eds.), *Development of Achievement Motivation* (pp. 91 – 120). San Diego, CA: Academic Press.

¹ The information in this syllabus is subject to change at the discretion of the instructor.

Feb 3

Development of Competence Beliefs I

Schunk, Pintrich & Meece, Chpt 4

- Schunk, D. H., & Pajares, F. (2005). Competence perceptions and academic functioning. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 85-104). New York: Guilford Press.
- Usher, E. L. (2009). Sources of middle school students' self-efficacy in mathematics: A qualitative investigation. *American Educational Research Journal*, 46, 275-314.

Recommendations for further reading

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bong, M. & Clark, R. E. (1999). Comparison between self-concept and self-efficacy in academic motivation research. *Educational Psychologist*, 34, 139-153.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26, 207-231.
- Schunk, D., Hanson, A.R., & Cox, P.D. (1987). Peer-model attributes and children's achievement behaviors. *Journal of Educational Psychology*, 79(1), 54-61.

February 10

Development of Competence Beliefs II

- Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review*, 15, 1-40.
- Harter, S. (1988). Developmental processes in the construction of the self. In T. D. Yawkey & J. E. Johnson (Eds.), *Integrative processes and socialization: Early to middle childhood*. (pp. 45-78). Hillsdale, NJ England: Lawrence Erlbaum Associates, Inc.

Recommendations for further reading

- Bong, M. & Clark, R. E. (1999). Comparison between self-concept and self-efficacy in academic motivation research. *Educational Psychologist*, 34, 139-153.
- Altermatt, E. R., Pomerantz, E. M., Ruble, D. N., Frey, K. S., Greulich, F. K., (2002). Predicting changes in children's self-perceptions of academic competence: A naturalistic examination of evaluative discourse among classmates. *Developmental Psychology*, 38, 903-917.
- Butler, R. (1998). Age trends in the use of social and temporal comparison for self-evaluation: Examination of a novel developmental hypothesis. *Child Development*, 69, 1054-1073.
- Harter, S., Whitesell, N.R., Kowalski, P.S. (1992). Individual differences in the effects of educational transitions on young adolescents' perceptions of competence and motivational orientation. *American Educational Research Journal*, 29 (4), 777-807.
- Marsh, H. W. (1987). The big-fish-little-pond effect on academic self-concept. *Journal of Educational Psychology*, 79, 280-295.
- Ruble, D., Eisenberg, R., & Higgins, E. T. (1994). Developmental changes in achievement evaluation: Motivational implications of self-other differences. *Child Development*, 65, 1095-1110.
- Stone, C.A. & May, A.L. (2002). The accuracy of academic self-evaluations in adolescents with learning disabilities. *Journal of Learning Disabilities*, 35(4), 370-383.

Reflection Paper 1 is handed out.

Final paper topic is due.

Feb 17

Attribution Theory

Schunk, Pintrich & Meece, Chpt 3

- Weiner, B. (2005). Motivation from an attribution perspective and the social psychology of perceived competence. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 73-84). New York: The Guilford Press.
- Peterson, S.E. & Schreiber, J.B. (2006). An attributional analysis of personal and interpersonal - motivation for collaborative projects. *Journal of Educational Psychology, 98*, 777-787.

Recommendations for further reading:

- Stipek, D., & Gralinski, J. H. (1991). Gender differences in children's achievement-related beliefs and emotional responses to success and failure in mathematics. *Journal of Educational Psychology, 83*, 361-371.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology, 71*(1), 3-25.
- Weiner, B. (1994). Integrating social and personal theories of achievement striving. *Review of Educational Research, 64*, 557-573.

Reflection paper 1 is due.

Feb 24

Intelligence Beliefs

- Dweck, C. (2002). The development of ability conceptions. In J. Eccles & A. Wigfield (Eds.), *Development of achievement motivation* (pp. 57-88). San Diego, CA: Academic Press.
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246-263.

Recommendations for further reading:

- Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*, 256-273.
- Nicholls, J. (1990). What is ability and why are we mindful of it? A developmental perspective. In R. Sternberg & J. Kolligian (Eds.), *Competence considered* (pp. 11-40). New Haven: Yale University Press.

Reflection paper 2 is handed out.

Mar 3

Achievement Goal Theory

Schunk, Pintrich & Meece, Chapter 5

- Maehr, M. L., & Zusho, A. (2009). Achievement goal theory: The past, present, and future. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school*. (pp. 77-104). New York, NY US: Routledge/Taylor & Francis Group.
- Roeser, R. W. (2004). Competing schools of thought in achievement goal theory? In M. L. Maehr and P.R. Pintrich (Series Eds.), *Advances in motivation and achievement: Vol. 13. Motivating students, improving schools: The legacy of Carol Midgley*. (pp.265-300). San Diego, CA: Elsevier.

- Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (2002). Teachers' communication of goal orientations in four fifth-grade classrooms. *Elementary School Journal*, 102, 35-58.
- 3x2; Senko; Kaplan & Maehr.

Recommendations for further reading:

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Brophy, J. (2005). Goal theorists should move on from performance goals. *Educational Psychologist*, 40(3), 167-176.
- Ciani, K.D. Middleton, M.J., Summers, J.J., Sheldon, K.M. (2010). Buffering against performance classroom goal structures: The importance of autonomy support and classroom community. *Contemporary Educational Psychology*, 35, 88-99.
- Linnenbrink, E.A. & Pintrich, P.R. (2000). Multiple pathways to learning and achievement: The role of goal orientation in fostering adaptive motivation, affect, and cognition. In C. Sansone (Ed.), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* (pp. 195-227). San Diego, CA: Academic Press Inc.
- Linnenbrink-Garcia, L., Tyson, D. F., & Patall, E. A. (2008). When are achievement goal orientations beneficial for academic achievement? A closer look at moderating factors. *International Review of Social Psychology*, 21, 19-70.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34, 169-190.
- Witkow, M. R., & Fuligni, A. J. (2007). Achievement goals and daily school experiences among adolescents with Asian, Latino, and European American backgrounds. *Journal of Educational Psychology*, 99, 584-596.

Debate in the literature

- Midgley, C., Kaplan, A., & Middleton, M. (2001). Performance-approach goals: Good for what, for whom, under what circumstances, and at what cost? *Journal of Educational Psychology*, 93, 77-86.
- Harackiewicz, J. M. Barron, K. E., Pintrich, P. R., Elliot, A. J., & Thrash, T. M. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology*, 94, 638-645.
- Kaplan, A. & Middleton, M. (2002). Should childhood be a journey or a race? Response to - Harackiewicz et al. (2002). *Journal of Educational Psychology*, 94, 646-648.

Reflection Paper 2 is due.

Mar 10

Self-Determination Theory

Schunk, Pintrich & Meece (pp. 235-253; 259-270)

- Reeve, J., Deci, E.L. & Ryan, R.M. (2004). Self-determination Theory: A dialectical framework for understanding sociocultural influences on student motivation. In D. McInerney & S. Van Etten (Eds.), *Big theories revisited: Research on sociocultural influences on motivation and learning* (Vol. 4, pp. 31-60). Greenwich, CT: Information Age.
- Lepper, M., & Henderlong, J. (2000). Turning “play” into “work” and “work” into “play”: 25 years of research on intrinsic versus extrinsic motivation. In C. Sansone & J. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance* (pp. 257-307). San Diego, CA: Academic Press.
- Reeve, J., Bolt, E. & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. *Journal of Educational Psychology*, 91, 537-548.

Recommended for further reading:

- Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. [Note: Another really sound overview of SDT].
- Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style towards students and how they can become more autonomy supportive. *Educational Psychologist*, 44, 159-175.
- Reeve, J. & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98, 209-218.
- Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion*, 28 (2), 147-169.
- Ryan, R.M. & Deci, E.L. (2000). When rewards compete with nature: The undermining of intrinsic motivation and self-regulation. In C. Sansone & J. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. (pp.13-54). San Diego, CA: Academic Press.
- Ryan, R.M. & La Guardia, J.G. (1999). Achievement motivation within a pressured society: Intrinsic and extrinsic motivations to learn and the politics of school reform. In M. L. Maehr and P.R. Pintrich (Series Eds.), & T. Urdan (Vol. Ed.), *Advances in motivation and achievement: Vol 11. The role of context* (pp.45-85). Stamford, CT: JAI Press.
- Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist*, 39, 97-110.

Debate in the Literature

- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627-668.
- Eisenberger, R., Pierce, W. D., & Cameron, J. (1999). Effects of reward on intrinsic motivation--negative, neutral, and positive: Comment on Deci, Koestner, and Ryan (1999). *Psychological Bulletin*, 125, 677-691.
- Lepper, M. R., Henderlong, J., & Gingras, I. (1999). Understanding the effects of extrinsic rewards on intrinsic motivation--uses and abuses of meta-analysis: Comment on Deci, Koestner, and Ryan (1999). *Psychological Bulletin*, 125, 669-676. (method critique)
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999b). The undermining effect is a reality after all - extrinsic rewards, task interest, and self-determination: Reply to Eisenberger, Pierce, and Cameron (1999) and Lepper, Henderlong, and Gingras (1999). *Psychological Bulletin*, 125, 692-700. (conceptual critique)
- Lepper, M., & Henderlong, J. (2000). Turning "play" into "work" and "work" into "play": 25 years of research on intrinsic versus extrinsic motivation. In C. Sansone & J. Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance* (pp. 257-307). San Diego, CA: Academic Press.

Reflection Paper 3 is handed out

Final Paper Outline is due in class.

March 17-23

Spring Break

March 24

Personal and Situational Interest

Schunk, Pintrich & Meece (pp. 208-221; 254-259)

- Schiefele, U. (2009). Situational and individual interest. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school*. (pp. 197-222). New York, NY US: Routledge/Taylor & Francis Group.
- Renninger, K. A., & Hidi, S. (2002). Student interest and achievement: Developmental issues raised by a case study. In A. Wigfield & J. S. Eccles (Eds.), *Development of Achievement Motivation* (pp. 173-195). San Diego, CA: Academic Press.

Recommendations for further reading

- Durik, A. M., & Harackiewicz, J. M. (2007). Different strokes for different folks: How individual interest moderates the effects of situational factors on task interest. *Journal of Educational Psychology*, 99, 597-610.
- Krapp, A., Hidi, S., & Renninger, K. A. (1992). Interest, learning, and development. In K. A. Renninger, S. Hidi & A. Krapp (Eds.), *The role of interest in learning and development* (pp. 3-25). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Mitchell, M. (1993). Situational interest: Its multifaceted structure in secondary school mathematics classroom. *Journal of Educational Psychology*, 85, 424-436.
- Schiefele, U. (2001). The role of interest in motivation and learning. In J. M. Collis & S. Messick (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 163-194). Mahwah, NJ: Lawrence Erlbaum Associates.
- *Csikszentmihalyi, M., & Rathunde, K. (1993). The measurement of flow in everyday life: Toward a theory of emergent motivation. In J. Jacobs (Ed.), *Developmental perspectives on motivation: Nebraska Symposium on Motivation* (pp. 57-97). Lincoln, NE: University of Nebraska Press. [Note: flow theory].

Reflection Paper 3 is due.

March 31

Engagement

- 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.
- Raphael, L.M., Pressley, M. & Mohan, L. (2008). Engaging instruction in middle school classrooms: An observational study of nine teachers. *Elementary School Journal*, 109, 61-81.

Recommended for further reading:

- Engle, R.A. & Conant, F.R. (2002). Guiding principles for fostering productive disciplinary engagement: Explaining an emergent argument in a community of learners classroom. *Cognition & Instruction*, 20, 399-483.

April 7

Motivational Regulation

- Wolters, C.A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational Psychologist*, 38(4), 189-205.
- Cooper, C.A. & Corpus, J.H. (2009). Learners' developing knowledge of strategies for regulating motivation. *Journal of Applied Developmental Psychology*, 30(4), 525-536.

Recommended Reading:

- Järvelä, S. & Järvenoja, H. (2011). Socially constructed self-regulated learning and motivation regulation in collaborative learning groups. *Teachers College Record*, 113(2), 350-374.
- McCaslin, M. (2004). Coregulation of opportunity, activity, and identity in student motivation. In D. McInerney & S. Van Etten (Eds.), *Big theories revisited: Research on sociocultural influences on motivation and learning* (Vol. 4, pp. 249–274). Greenwich, CT: Information Age.
- Rogat, T.K. & Linnenbrink-Garcia, L. (2011). Socially Shared Regulation in Collaborative Groups: An Analysis of the Interplay between Quality of Social Regulation and Group Processes. *Cognition and Instruction*, 29, 375-415.
- Wolters, C.A. (1998). Self-regulated learning and college students' regulation of motivation. *Journal of Educational Psychology*, 90, 224-235.

April 14

Social Constructivist & Situative Views of Motivation

- Nolen, S.B. (2007). Young children's motivation to read and write: Development in social contexts. *Cognition & Instruction*, 25, 219-270.
- Gresalfi, M. Martin, T., Hand, V. & Greeno, J. (2008). Constructing competence: an analysis of student participation in the activity systems of mathematics classrooms. *Educational Studies of Mathematics*, 70, 49-70.

Recommendations for further reading

- McCaslin, M. (2004). Coregulation of opportunity, activity, and identity in student motivation. In D. McInerney & S. Van Etten (Eds.), *Big theories revisited: Research on sociocultural influences on motivation and learning* (Vol. 4, pp. 249–274). Greenwich, CT: Information Age.
- Hickey, D.T. (2003). Engaged participation versus marginal nonparticipation: A stridently sociocultural approach to achievement motivation. *The Elementary School Journal*, 103, 401-429.

Reflection 4 handed out.

April 21

Ethnic Differences and Motivation

- Graham, S. & Hudley, C. (2005). Race and ethnicity in the study of motivation and competence. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 392-413). New York: The Guilford Press.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

Recommendations for further reading:

- Aronson, J. (2002). Stereotype threat: Contending and coping with unnerving expectations. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 281-299). San Diego, CA: Academic Press
- Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology*, 24, 645-662.
- Graham, S. (1994). Motivation in African Americans. *Review of Educational Research*, 64(1), 55-117.

- Graham, S., Taylor, A., & Hudley, C. (1998). Exploring achievement values among ethnic minority early adolescents. *Journal of Educational Psychology, 90*(4), 606-620.
- Maehr, M. L., & Pintrich, P. R. (1995). *Advances in motivation and achievement: Culture, motivation, and achievement*. Greenwich, CT: JAI. (note this book has several good chapters on culture that you might find of interest)
- Spencer, M., Noll, E., Stoltz, J., Harpalani, V. (2001). Identity and school adjustment: Revisiting the “Acting White” assumption. *Educational Psychologist, 36*, 21-30.

Reflection 4 paper due

April 28

Peer Influences on Motivation

Schunk, Pintrich, & Meece (2008) – Chapter 8 (peer and family influences subsections)

- Altermatt, E. R., & Pomerantz, E. M. (2003). The development of competence-related and motivational beliefs: An investigation of similarity and influence among friends. *Journal of Educational Psychology, 95*(1), 111-123.
- Taylor, A. Z., & Graham, S. (2007). An examination of the relationship between achievement values and perceptions of barriers among low-SES African American and Latino students. *Journal of Educational Psychology, 99*, 52-64.

Recommendations for further reading

- Ryan, A.M. (2000). Peer groups as a context for the socialization of adolescents’ motivation, engagement, and achievement in school. *Educational Psychologist, 35*, 101-111.
- Ryan, A. M. (2001). The peer group as a context for the development of young adolescent motivation and achievement. *Child Development, 72*, 1135-1150.

May 5

Parent Influences on Motivation

- Pomerantz, E. M., Grolnick, W. S., & Price, C. E. (2005). The role of parents in how children approach achievement. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 259-278). New York: The Guilford Press.
- Grolnick, Price, Beiswenger & Sauck (2007). Evaluative Pressure in Mothers: Effects of Situation, Maternal, and Child Characteristics on Autonomy Supportive Versus Controlling Behavior. *Developmental Psychology, 43*, 991-1002.

Recommendations for further reading

- Pomerantz, Ng & Wang (2005). Mothers’ Mastery-Oriented Involvement in Children’s Homework: Implications for the Well-Being of Children with Negative Perceptions of Competence. *Journal of Educational Psychology, 98*, 99-111.
- Ng, Florrie Fei-Yin, Kenney-Benson, G., & Pomerantz, E. M. (2004). Children’s achievement moderates the effects of mothers’ use of control and autonomy support. *Child Development, 75*, 764-780.
- Grolnick, W. S., Kurowski, C. O., Dunlap, K. G., & Hevey, C. (2000). Parental resources and the transition to junior high. *Journal of Research on Adolescence, 10*, 465-488.

- Hauser-Cram, P., Sirin, S. R., & Stipek, D. (2003). When teachers' and parents' values differ: Teachers' ratings of academic competence in children from low-income families. *Journal of Educational Psychology, 95*, 813-820.
- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106*, (2), 105-129.

Final paper is due May 12th