

Motivation in the Classroom

15:295:518:01, Spring 2015

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Phone Number: (848) 445-3538 (office) (630) 418-0162 (cell)	Course meeting time and place: Tuesdays 4:50 – 7:30 p.m. CMSCE, 118 Frelinghuysen Rd., Rm. 221A
Office Hours: By appointment (via skype, phone, or in person)	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Course Description

From the Course Catalog: This course examines the development of achievement motivation in educational settings from a psychological perspective. It will explore how major theories of achievement motivation--like expectancy-value theory and attribution theory--explain why students work. This course will also examine internal and external factors affecting student motivation.

Theoretical lenses of major theories of motivation that we will examine also include social-cognitive theory (including self-regulation and self-efficacy), achievement goal theory, intrinsic motivation and self-determination theory, theories of personal and situational interest, and contemporary frameworks of student engagement, including the role of emotions and affect. We will examine how and why motivation and engagement shapes learning and achievement, and how achievement motivation develops. As part of our explorations and discussion, we will identify both adaptive and maladaptive motivational patterns, and the influence of the learning environment on both. In particular, the role teachers (e.g., structure of the classroom in terms of tasks, autonomy, and recognition/evaluation), as well as parents and peers will be considered. We will also discuss the influence of student characteristics such as age, gender, ethnicity, and cultural upbringing, and how these factors contribute to individual variation in motivation.

Investigating Within a Growing and Exciting Field

Over the past four or five decades, motivation in education has become one of fastest-growing and exciting areas of educational psychology. This may be due to the common observation that motivational issues lay at the heart of effective teaching and learning. Among the diversity of questions motivational researchers ask are, “Why do individuals do what they do, and how does this influence learning and achievement?” “What is the effect of rewards or external incentives on motivation?” “How is motivation influenced by one’s expectations and values?” “What is ability, and how do perceptions of one’s competence influence motivation?” “Where do achievement values come from, and how can they be changed?” “What can teachers do to optimize motivation for an increasingly diverse student roster?” and increasingly, “What are multiple levels of influence on learner’s engagement in context, or as participating in ecological settings?” Readings, discussions, case studies, and presentation materials will emphasize the

results of motivational research, including the emergence of dominant theories. Thematic topics and special issues include teacher and student expectations, disentangling motivation as an individual trait versus an environmentally-influenced state, the roles of culture and society, and moving from theory into practice. Students will specialize in researching a self-chosen topic of interest, which can include a focus on supportive relationships (e.g., mentoring), the motivational influences on traditional and non-traditional students, the intersection of motivation and moral development, motivation in adolescent development, motivation and engagement in after-school activities such as community service, motivation or engagement in STEM subjects, and the influence of technologically-mediated learning environments on motivation to learn.

Objectives:

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

Learning, Cognition, and Development Learning Goals:

1. Attain mastery of psychological constructs and theories relevant to learning, cognition and development.
2. Appropriately apply these psychological constructs and theories to educational settings and related applied contexts.
3. Achieve skill in the critical evaluation of empirical evidence related to the psychology of education.
4. Attain competence in oral and written communication on topics within educational psychology.

Course Learning Goals:

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

Texts

1. Required: Schunk, D. H., Meece, J. L., & Pintrich, P. R., & (2014). *Motivation in Education: Theory, research, and applications* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. (Note: Text is available at the Rutgers University Bookstore).
2. Required: Deci, E. (1995). *Why we do what we do*. New York: Penguin Books. (Note: Text is available at the Rutgers University Bookstore).
3. Jackson, D.L. & Ormrod, J.E. (1998). *Case studies: Applying educational psychology*. Upper Saddle River, NJ: Merrill, Prentice Hall. For in-class case studies. (Recommended).
4. Shernoff, D. J. (2013). *Optimal learning environments to promote student engagement*. New York: Springer. (Assigned chapters to be provided).
5. Course readings: On-line articles and book chapters that will be posted on Sakai.

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. In addition, everyone will have the opportunity to be involved in leading the discussion by facilitating group discussions. Interactive presentations will also be utilized to introduce topics and provide the foundation for discussions.

COURSE OPPORTUNITIES

Grade Structure: Participation: 30%, Facilitator role: 10%, First writing assignment: 15%, Second writing assignment: 20%, Final paper: 25%

Active Class Participation, 30% of final grade

This is a discussion-oriented seminar and everyone is expected to participate in weekly classroom discussions.

Active involvement in class is an important part of the learning process. It is assumed that all students will be actively involved in their learning and exploration of issues in this class. Quality of participation is more important than quantity. Being well-informed via class readings demonstrates quality. Quality participation is further characterized by:

- Consistent attendance (it is hard to be a good participator if not present).
- Active, enthusiastic participation in activities and discussions.
- Demonstrating your understanding of class readings; asking thoughtful questions.
- Responding to other students' comments in a sensitive and constructive manner.
- Contributing regularly without dominating.
- Respecting classmates' rights to hear and be heard.
- Effortful, thoughtful completion of written tasks.
- Participation in Sakai activities and discussions.

In addition to verbal contributions in class, your participation is also reflected in overall consistency and follow through, including consistency and participation on any non-graded assignments (e.g., proposal of final project), or Sakai activities.

Overall, then, participation is not based strictly on who talks the most. It is based on commitment and investment in the course as demonstrated by consistency, informed contributions, working well with others, and thoughtfulness. Thoughtfulness can be demonstrated both orally as well as through one's written work.

Facilitator role, 10% of final grade

You will sign up to lead 1-2 group discussions on the readings for the week. On the dates for which you sign up, you will be responsible for facilitating class discussion of the weekly materials. This includes posing questions on key ideas from the assigned articles, and asking peers to explain, elaborate, or justify their ideas about them. This will also include guiding the discussion back toward central issues if it becomes overly tangential. To clarify, you are expected to have mastery of all of the readings (including from the textbook), but most likely will lead discussion on the articles/chapters assigned beyond the textbook reading.

Thought-provoking questions go beyond definitional issues or areas of confusion (which are also appropriate for discussion), in order to grapple with some of the key issues, current debates, and themes of the field of motivational research in the context of the relevant readings. In addition, good discussion points help make connections among the week's readings and attempt to tie the current week's topic with those covered in other weeks. Example discussion questions might include:

- Questions seeking to unpack and understand the constructs, ideas, and assumptions presented by a specific theory.
- Does this theoretical construct/idea apply to younger children and adolescents?
- How is this construct applied in school settings?

Sign ups will occur early in the semester in order to generate a schedule. Students are encouraged to sign up based on interest.

See rubric for evaluation of the facilitator role (attached).

1st Writing Assignment: (15% of final grade)

Personal model of motivation. Due February 24. See Instructions attached.

2nd Writing Assignment: (20% of final grade)

Due March 31 (with proposals due any time before February 17). See Instructions attached.

Final Paper (25% of final grade)

The final paper is your revised, final draft of the second writing assignment, responding to individualized feedback. The same criteria for evaluation apply as in the 2nd writing assignment, but responsiveness to feedback is also considered. If there is improvement from the 2nd writing assignment to the revised, final paper, an average of the 2nd assignment and final paper grade will replace the 2nd assignment grade.

To be submitted April 28 through May 5th.

Extra Credit

Extra credit options:

1. Original case study. write an original case study for us to analyze in class, similar to those in the Jackson and Ormrod book, but coming from your workplace or other personal experience or encounter. Be sure to include several discussion questions. Maximum of 5 points
2. Journal entry. Reflect on and describe your personal experiences with the course, your learning in the course, or your experience with assignments. Suggested length: 2-3 pages. Maximum of 2 points
3. Question/Comment. Expand on a question and/or comment from the readings, demonstrating your thinking about them. Maximum of 2 points.

Submit no more than one extra credit assignment per week. Individual maximum: 10 points (these are course points, out of 100 total). Extra credit can not result in a higher

course grade for students missing 25% of the classes or more unexcused (i.e., it is not intended to compensate for taking the course in earnest).

COURSE SCHEDULE AND READINGS

January 20 Introduction and Organization

Background Readings on the Study of Motivation and more broadly (to be discussed in class).

Schunk, Meece & Pintrich, Chpt 1 (skim)

- Shernoff, D. J. (2013). Chapter 1 (pp. 1-24) and pp. 53-61 from Ch. 3 of *Optimal learning environments to promote student engagement*. New York: Springer.

Recommendations for further reading:

- 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.

Jan 27 Class Cancelled Due to Blizzard

February 3 Historical and Philosophical Foundations

Continue skimming Schunk, Meece & Pintrich, Chpt 1 (skim)

- Einstein, A. (1994). "The world as I see it," "Religion and science," and "On education," in *Ideas and Opinions*, pp. 8-11, 36-40, 59-64. New York: Wing Books
- Continue reading as needed: Shernoff, D. J. (2013). Chapter 1 (pp. 1-24) and pp. 53-61 from Ch. 3 of *Optimal learning environments to promote student engagement*. New York: Springer.
- Chapter 1 (pp. 1-7, to be given in previous class) of Stipek, D. (2002). *Motivation to learn: Integrating theory and practice, 4th edition*. Boston: Allyn & Bacon.
- Skim the first half: Dewey, J. (1973), "Interest in relation to training of the will," in *The Philosophy of John Dewey* (edited by John J. McDermott), pp. 421-442. Chicago: University of Chicago Press.

In class case study (from Jackson and Ormrod): "The Bulletin Board"

Recommendations for further reading:

- Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology*, 82, 616-622.

Feb 10 Reinforcement Theory

Facilitator: Carly

Schunk, Meece & Pintrich, revisit pp. 20-27.

- Chapter 3 of Stipek (2002). *Motivation to learn: Integrating theory and practice* (pp. 19 – 38). Boston, MA: Allyn & Bacon.
- Dolezal, S. E., Welsh, L. M., Pressley, M., & Vincent, M. M. (2003). How nine third-grade teachers motivate student academic engagement. *Elementary School Journal*, 103, 239-267.

In-class case study: "Getting a drink"

Feb 17 Self-Determination Theory

Facilitator: Fuchi

Schunk, Meece & Pintrich (pp. 237-256; 261-272)

- Deci (1995). *Why we do what we do*.

- 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.

In-class case study: "The Star Chart."

**Proposals for writing assignment 2 and 3 are due

Recommended for further reading:

- 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., Bolt, E. & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. *Journal of Educational Psychology*, 91, 537-548.
- 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.
- 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.
- 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].
- 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.

Feb 24 Attribution Theory

Facilitator: Courtney

Schunk, Meece & Pintrich, Chpt. 3

- Brophy, J. E. (1983). Conceptualizing student motivation. *Educational Psychologist*, 18(3), 200-215.
- Larson, R. W. (2006). Positive youth development, willful adolescents, and mentoring. *Journal of Community Psychology*, 34, 677-689.

In-class case study: “Math Baseball”

**1st Writing Assignment is due.

Recommendations for further reading:

- 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.
- 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. (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.
- 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.

Mar 3 Social Cognitive Theory; the Development of Competence Beliefs

Facilitator: Alyssa

Schunk, Meece & Pintrich, Chpt 4

- Urdan, T. C., & Turner, J. C. (2005). Competence motivation in the classroom. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 297-317). New York: Guilford.
- Usher, E. L. (2009). Sources of middle school students' self-efficacy in mathematics: A qualitative investigation. *American Educational Research Journal*, 46, 275-314.

In-class case study: “The Perfectionist”

Recommendations for further reading:

- 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.
- 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.
- Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review*, 15, 1-40.
 - 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.
 - 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.
 - Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.
 - 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.
 - 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.
 - 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.
 - Ruble, D., Eisenberg, R., & Higgins, E. T. (1994). Developmental changes in achievement evaluation: Motivational implications of self-other differences. *Child Development*, 65, 1095-1110.
 - 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.
 - 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.
 - 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.

Mar 10 Expectancy-Value Models

Facilitator: Ciaran

Schunk, Meece & Pintrich, Chapter 2 (skim pp. 48-51, read the remainder of the chapter).

- Wigfield, A., Tonks, S. & Klauda, S.L. (in press). Expectancy-Value Theory. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school (2nd Edition)*. 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:

- 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.
- 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.

- 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.
- 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

March 17 **Happy Spring Break**

March 24 **Achievement Goal Theory**

Facilitator: Rosana

Schunk, Meece & Pintrich, Chpt 5

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Maehr, M. L., & Zusho, A. (2009). Achievement goal theory: The past, present, and future. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school*. (pp. 77-104). New York, NY US: Routledge/Taylor & Francis Group.
- 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.

In-class case study: "Cheerleading Tryouts"

*2nd Writing Assignment (due March 24) submitted early more than welcomed.

Recommendations for further reading:

- 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.
- 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.

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.

March 31 Interest and Flow

Facilitator: Carly

Schunk, Meece & Pintrich (pp. 210-223; 256-261)

- Shernoff, D. J., Abdi, B., Anderson, B., & Csikszentmihalyi, M. (2014). Flow in schools revisited: Cultivating engaged learners and optimal learning environments. In M. Furlong, R. Gilman, & S. Heubner, & (Eds.), *Handbook of Positive Psychology in the Schools, 2nd Edition* (pp. 211-226). New York: Routledge, Taylor & Francis.
- 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.
- Robert Henri's "The Art Spirit." (provided in class).

**2nd Writing Assignment is due in class.

Recommendations for further reading:

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Perennial.
- 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.
- 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.
- Inghilleri, G. Riva, E. Riva (Eds.), *Enabling Positive Change: Flow and Complexity in Daily Experience*. Warsaw, Poland: Versita.
- 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.
- Nakamura, J., & Csikszentmihalyi, M. (2002). The concept of flow. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 89-105). Oxford: Oxford University Press.
- Rathunde, K., & Csikszentmihalyi, M. (2005). The social context of middle school: Teachers, friends, and activities in Montessori and traditional school environments. *Elementary School Journal, 106*, 59.
- 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.
- 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.

- Strati, A. D., Shernoff, D. J., & Kackar, H. Z. (2012). Flow. In R. Levesque (Ed.), *Encyclopedia of Adolescence* (pp. 1050-1059). New York: Springer.
- Turner, J. C., & Meyer, D. K. (2004). A classroom perspective on the principle of moderate challenge in mathematics. *Journal of Educational Research, 97*, 311-318.

April 7 Engagement

Facilitator: Alyssa

- 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.
- Shernoff, D. J. (2012). Engagement and positive youth development: Creating optimal learning environments. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *The APA Educational Psychology Handbook* (Vol. 3, pp. 195-220). Washington, DC: American Psychological Association.
- Goldin, Gerald A., Yakov, Epstein M., Schorr, Roberta Y., & Warner, Lisa B. (2011). Beliefs and engagement structures: behind the affective dimension of mathematical learning. *ZDM Mathematics Education, 43*, 547-560. doi: 10.1007/s11858-011-0348-z

Recommended for further reading:

- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*, 369-386. doi: 10.1002/pits.20303.
- Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York: Springer.
- Coller, B. D., Shernoff, D. J., & Strati, A. D. (2011). Measuring engagement as students learn dynamic systems & control with a video game. *Advances in Engineering Education, 2*, 1-32.
- Conner, J. O., & Pope, D. C. (2013). Not just robo-students: Why full engagement matters and how schools can promote it. *Journal of Youth and Adolescence, 42*, 1426-1442. doi: 10.1007/s10964-013-9948-y
- Easton, L. B. (2008). *Engaging the disengaged: How schools can help struggling students succeed*. Thousand Oaks, CA: Corwin Press.
- Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools, 45*, 365-368. doi: 10.1002/pits.20302
- National Research Council, Institute of Medicine of the National Academies Academies. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington D.C.: The National Academies Press.
- Newmann, F. M. (Ed.). (1992). *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.
- 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.
- Shernoff, D. J. (2013). *Optimal learning environments to promote student engagement*. New York: Springer.
- Shernoff, D. J., & Bempechat, J. (Eds.). (2014). *Engaging youth in schools: Evidence-based models to guide future innovations. NSSE Yearbook*. New York: Teachers College Record.
- Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly, 18*, 158-176. doi: 10.1521/scpq.18.2.158.21860

- Shernoff, D. J., & Hoogstra, L. (2001). Continuing Motivation beyond the High School Classroom. *New Directions for Child and Adolescent Development*, 93, 73-87.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571-581. doi: 10.1037/a0012840
- Skinner, E. A., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100, 765-781. doi: 10.1037/a0012840
- Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1990). What it takes to do well in school and whether I've got it: A process model of perceived control and children's engagement and achievement in school. *Journal of Educational Psychology*, 82, 22-32.
- Steinberg, L. (1996). *Beyond the classroom: Why school reform has failed and what parents need to do*. New York: Simon & Schuster.
- Willms, J. D. (2003). *Student engagement at school: A sense of belonging and participation: Results from PISA 2000*. Paris: Organisation for Economic Co-operation and Development.
- Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report of the 2009 high school survey of student engagement*. Bloomington, IN: Center for Evaluation & Education Policy.

April 14 Individual and Sociocultural Influences on Motivation

Facilitator: Courtney

- Dweck, C. S., & Molden, D. C. (2005). Self theories. In C. S. Dweck & A. J. Elliot (Eds.), *Handbook of competence and motivation* (pp. 122-140). New York: Guilford.
- 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.
- Shernoff, D. J., & Schmidt, J. A. (2008). Further evidence of an engagement-achievement paradox among U.S. high school students. *Journal of Youth and Adolescence*, 37, 564-580.

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
- 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.
- 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.
- 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.
- 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.

- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

April 21 **Peer and Parental Influences on Motivation**

Facilitator: Cairan

Schunk, Meece & Pintrich (2008) – Chapter 10 (peer and family influences subsections)

- Shernoff, D. J. (2013). Chapter 7 (pp. 151-174) of *Optimal learning environments to promote student engagement*. New York: Springer.
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95, 148-162.
- Wentzel, K. R. (2010). Social support from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, 35, 193-202.

Recommendations for further reading:

- Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *The handbook of research on student engagement* (pp. 315-342). New York: Springer.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 86, 173-182.
- Wentzel, K. R. (1994). Relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support. *Journal of Educational Psychology*, 86, 173-182.
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90, 202-209.

April 28 Classroom, Community and After-School Engagement

Facilitator: Rosana

Schunk, Meece & Pintrich (pp. 273-300)

- 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.
- Shernoff, D. J. (2013). Chapter 12 (pp. 267-290) of *Optimal learning environments to promote student engagement*. New York: Springer.

Recommendations for further reading:

- Eccles, J. S., & Gootman, J. A. (2002). *Community programs to promote youth development*. Washington D.C.: National Academy Press.
- Hickey, D.T. (2003). Engaged participation versus marginal nonparticipation: A stridently sociocultural approach to achievement motivation. *The Elementary School Journal*, 103, 401-429.
- Mahoney, J. L., Larson, R. W., & Eccles, J. S. (Eds.). (2005). *Organized activities as contexts of development: Extracurricular activities, after-school and community programs*. Mahwah, N.J.: Lawrence Erlbaum.
- 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.
- Shernoff, D. J. (2010). Engagement in after-school programs as a predictor of social competence and academic performance. *American Journal of Community Psychology*, 45, 325-337.
- Shernoff, D. J., & Vandell, D. L. (2007). Engagement in after-school program activities: Quality of experience from the perspective of participants. *Journal of Youth and Adolescence*, 36, 891-903.

May 5 School and Technological Influences

Facilitator: Fuchi

Schunk, Meece & Pintrich (pp. 318-328)

- Shernoff, D. J. (2013). Chapter 11 (pp. 247-266) and 14 (pp. 315-331) of *Optimal learning environments to promote student engagement*. New York: Springer.

Recommendations for further reading:

- Jones, J. N. (2011). Narratives of student engagement in an alternative learning context. *Journal of Education for Students Placed at Risk (JESPAR)*, 16, 219-236.
- Smyth, J., & Fasoli, L. (2007). Climbing over the rocks in the road to student engagement and learning in a challenging high school in Australia. *Educational Research*, 49, 273-295.

Final paper may be submitted April 28 through May 5th (first come, first served).

POLICY STATEMENTS:

Academic Integrity Policy: The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Plagiarism has become increasingly easy and tempting with so much information dispersed electronically over the Internet. Plagiarism will be penalized, and may warrant an F on the paper or in the course. Academic misconduct will result in no less than a one grade deduction in the course. More importantly, more education is needed on this issue.

Office of Disability Services: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Attendance: Class attendance and participation are critical. Students are expected to be physically and mentally present in class. Absences will be taken into consideration for purposes of evaluation, particularly with respect to class participation. To the extent that there is an unavoidable schedule conflict, please communicate this in advance. When reasons for missing class are unavoidable and legitimate, the student may be fully excused on a case-by-case basis.

Lateness on Assignments. Ordinarily, late assignments are marked down one letter grade, or 10% of the points. For extreme lateness (i.e., over three weeks), assignments are marked down by 25% of the point value. Under unavoidable and special circumstances, an extension might be granted.

Classroom Behavior: The golden rule is being considerate and respectful of others. Please come to class on time. Please return from break on time. In return, I will be mindful of letting class out on time. Before entering class, *please turn off all cell phones, pagers, or any other electronic device that makes noise*. If you use a laptop, please avoid online activities (if you have difficulty self-regulating this, disabling your Internet connection is recommended).

Diversity Statement: This course will address issues of diversity and individual differences through readings, lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class discussions, presentations, and assignments.

Religious Observation: If you will miss class for a religious observation, you have the right to access work and/or materials you have missed, and to complete missed assignments. Please inform me during the first few weeks of class when you will be absent for observances.

Instructions for 1st writing assignment: Due: February 24

This is a roughly 5-page essay. The first half addresses the question, “Why I do what I do?” and the second half provides your personal model of motivation

In roughly the first page, address the question “Why I do what I do?” before reading the Deci book.

Next, read Edward Deci’s book, “Why We Do What We Do?” Try to read the whole thing, but at any rate get as far in it as you can. Complete the rest of your essay (taking approximately 2.5 pages total). Be sure to have read a significant portion of the book (at least the first half) by the time you do this.

In the second half of this paper, articulate your personal model of motivation:

By this point in the semester, you should be building a model of motivation that makes most sense to you. Essentially, how do you think motivation works in educational settings? This includes primarily factors that enhance and undermine motivation, as well as what motivation may in turn influence. That is, what educational or learning outcomes would you expect to benefit?

This can may include :

- Your definition(s) of motivation
- Why motivation is important
- Different types of motivation, and how they differ
- Conditions increasing motivation
- Descriptions or examples of how one becomes optimally motivated (you may certainly use yourself as a primary example, both in formal education and outside of school).
- WHY that approach to motivating works best
- Support for your views with research and theory (it is understood that you may draw connections here, but likely will lack the space to go into significant depth).
- Adaptation and integration of parts of several existing theories.

Finally, how does your model depend on the motivational pattern of the student, if it does?

A visual representation is often an extremely effective tool in communicating your model. Examples will be provided in class (e.g., Brophy and Stipek articles)

Grading Rubrics for Writing Assignment 1

Content	10 points Addresses motivational issues/theories relevant to the course.
Paragraphs	10 points Integrates sources in well developed paragraphs rather than writing separate paragraphs for each source.
Research/Theory	20 points Supports with theories and research studies (in addition to personal experiences) rather than presenting only <i>unsupported</i> opinion.
Organization	10 points Clear, easy to follow, with subtopics
Grammar	10 points No more than 1 minor mistake per page
Spelling	10 points No more than 1 minor mistake per page
Format	10 points Consistently follows APA format as required for a dissertation in psychology.
Originality	10 points Original ideas, expressed in the author's own words rather than numerous quotes. Demonstrates motivation and creativity and with project.
Punctuality	10 points Assignment is turned in on time.

Rubrics for Facilitator Role

Organization (20%)	Uses the benchmarks of good thinking to review the article; discussion questions are appropriate for the topic, organized, and time is managed efficiently
Content (20%)	Covers topic in-depth; facts precise, explicit, and elaborated throughout; includes details; discussion questions focus group on the central issue(s); creates curiosity.
Research (20%)	Reviews or researches information sufficiently; personal ideas and information are incorporated.
Quality of interaction (20%)	Presents with originality; uses unique approach that enhances the quality of interaction.
Presentation mechanics (20%)	Engaging, provocative, and captures the interest of the group; maintains this throughout the session.

Instructions for 2nd Writing Assignment: (20% of final grade)

The second writing assignment is a first draft of a scholarly paper giving 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, influences on student engagement, or consideration of developmental or ethnic differences in 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 such as anxiety disorders, motivation in technology-enhanced classrooms). I am open to your suggestions. Importantly, please apply at least several theories or models of motivation from the course to your topic, and demonstrate competency in those theories. A skillful integration of proposed sources is expected. The paper should include a thoughtful analysis and conclusion regarding the topic/problem/issue in question. Evaluation of this paper will emphasize your competency in motivation theory and research demonstrated, including at least three principles and/or theories discussed during the course.

The suggested length is 10-15 pages. The rule of thumb is to write enough, but no more than needed, to fully develop each part of your paper in order to adequately address the goals of the paper.

Please also use at least 8 *new* references (outside of the course readings). I also encourage you to use references from the syllabus, in addition to the outside references. The references should be from psychological journals, edited volumes, and scholarly 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*, *Contemporary Educational Psychology*, *Child Development*, *Developmental Psychology*, *Journal of Applied Developmental Psychology*, *American Psychologist*, *Journal of Personality and Social Psychology*, *The Elementary School Journal*, and *The Journal of Youth and Adolescence*. 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.

You may choose among the following paper types:

a) Research Review Paper. A research review paper comprehensively summarizes, reviews, and/or critiques research on a specific motivational topic. 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, please state what conclusions can be drawn from the balance of the research to date, and what further research needs to be conducted to answer important questions still unanswered. Are there implications for theory? You may 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. In a research proposal paper, you would propose 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 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 previous work. To the extent possible, introduce the participants, the context in which you plan to conduct the study, and other ideas details regarding your method to investigate the question under study.

c) Case study. A case study paper provides an analysis, evaluation, and/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 educational technology, from a motivational perspective. The paper should apply motivational theories and constructs to your analysis and evaluation of the case. 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 would focus on the theory your intervention is grounded in and/or other established interventions/programs that are related to your case. Conclude with a discussion of the strengths and weakness of the program especially in motivational terms, and then make recommendations to further improve the design.

e) Workplace as lab – project based. This option is likely best conceptualized as a variation of the case study, where the case is a practice, program, or intervention in your workplace, i.e., school, day care center, nonprofit, program for individuals with disabilities, etc. Feel free to interview students, teachers, professional or others to the extent that you have permission, and to use this as “data” to integrate into your discussion of the program's strengths and weaknesses, informing your recommendations.

d) A Theory-Into-Practice paper on a motivational issue. Articles from the journal, *Theory Into Practice* provide the good models for this type of a paper; we can review an example in class. In general, this type of paper seeks to answer a highly applied question drawing from multiple perspectives from research and theory in the literature. You are seeking to apply theory and research in order to solve a real educational issue (e.g., the position that both theory and research support the proposition that homework beyond a moderate amount is motivationally counter-productive).

This assignment is due on **March 31st**.

Your proposed paper topics should also be communicated to me any time before **February 17th**. This initial proposal should focus on providing details about the main issues, points, or controversy you plan to address in a few paragraphs. This proposal is not graded, but allows me to make sure the basic topic is acceptable and provides you with timetable for planning. You do not need to focus on *why* you selected the topic (however, it is ok if you feel the need to briefly justify why it is an important topic).

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. However, please use multiple citations throughout the paper to credit your sources and support 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), or to build on other papers so long as the work for this paper is separate and the writing does not overlap verbatim. If there are any questions about this, feel free to ask.

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

Introduction

- Is the purpose of the paper clearly stated?
- Is the rationale of the topic clear (why is it important)?
- Is the organization of the paper clear and logical?
- Do the goals of the paper promise to make an intellectual contribution by distilling an issue in need of further study, reviewing past research related to the issue, and discussing implications of related theoretical ideas?

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 several relevant theories/ideas from class reading and discussions presented, and is competency with those theories or frameworks demonstrated?**
- Does the discussion go beyond a listing of individual papers, by synthesizing and critiquing the reviewed research by sequence of logical argument rather than chronology of studies?

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? Is the conclusion defensible based on the evidence?
- 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