EDST2044

Motivation in Learning and Teaching

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

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School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

Drawing on a range of contemporary motivational theories, this course considers their implications in the school context, with a focus on learning and teaching. These seminal theories serve as a foundation to an extensive empirical research base that enables students to learn about the nature of motivation in their own lives, with an emphasis on learning and educational settings. It also supports teachers to apply a range of practical strategies and techniques in their own pedagogy.

Course Learning Outcomes

1. Demonstrate an understanding of contemporary perspectives on motivation
2. Apply motivational theories to learning and teaching situations

Australian Professional Standards for Teachers

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1,2
3.3	Include a range of teaching strategies.	1,2

Teaching Strategies

RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH
The major focus of this course is an introduction to motivation in the way it is defined in contemporary educational psychological theory and related research. The perspectives that are discussed are chosen because they are theoretically sound, empirically verified and have implications for learning and teaching.

TEACHING STRATEGIES
Students will be presented with information about major theories of motivation, their empirical evidence, and implications for schools and strategies to guide and inform their pedagogical practices. Discussions and practical learning activities will play a key role in developing students' thinking about how the theories might be applied to various educational contexts.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Reflection	40%	11/07/2022 05:00 PM	1, 2
2. Annotated Lesson Plans	60%	08/08/2022 05:00 PM	1, 2

Assessment 1: Reflection

Due date: 11/07/2022 05:00 PM

1500 words (not including references). Students will receive a mark and written feedback within 10 working days.

Additional details

Reflection

- Reflecting on your school or work experiences, consider an inspirational teacher/mentor/boss. Describe **TWO** strategies this teacher/mentor/boss has used to motivate their students or workers (500 words).
- Read the article: Ryan, R. M., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.
- Reflecting on the Ryan and Deci article, describe **TWO** strategies a high school teacher could use to promote the psychological needs of autonomy **OR** competence **OR** relatedness in students. **THESE MUST BE DIFFERENT TO THE STRATEGIES DESCRIBED IN THE FIRST REFLECTION** (1000 words).

Assessment 2: Annotated Lesson Plans

Due date: 08/08/2022 05:00 PM

2500 words (not including lesson plans, resources and references). Students will receive a mark and written feedback within 10 working days.

Additional details

Annotated Lesson Plans

The final assessment is an opportunity for you to consolidate all the knowledge you have gained in the course and to showcase it in two Annotated Lesson Plans that demonstrate your understanding and application of motivation. The Annotated Lesson Plans should integrate two motivational topics covered in the course. The Annotated Lesson Plans should include the following components:

- A brief overview and introduction
- Two detailed lesson plans (these lesson plans are not included in the word count)
- An explanation of how your lessons and resources explicitly link to the two motivational topics you have chosen

- Resources you would use in your lessons to enhance them and align them to your motivational topics (these resources are not included in the word count)
- You are expected to use at least 7 references from a range of resources including peer reviewed journal articles, book chapters, websites. These should be dated from the year 2000 and onwards. Seminal references dated prior to this can also be used.

RUBRIC/FEEDBACK SHEET
EDST2044 MOTIVATION IN LEARNING AND TEACHING
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Reflection

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of motivation in relation to both reflection questions					
Depth of analysis and critique in response to the task • Description of strategies					
Familiarity with and relevance of professional and/or research literature used to support response • Understanding of the set reading					
Structure and organisation of response • Appropriateness of overall structure • Clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • Use of academic language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences) • Appropriate sentence structure • Appropriate use of APA (6th) referencing and citation conventions • Word count is within 10% of the 1500-word limit					

Specific Criteria	(-)———————>(+)				
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

RUBRIC/FEEDBACK SHEET
EDST2044 MOTIVATION IN LEARNING AND TEACHING
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Annotated Lesson Plans

Specific Criteria	(-)————————————>(+)				
Understanding of the question or issue and the key concepts involved • Demonstrates a clear understanding of the chosen motivational topics					
Depth of analysis and critique in response to the task • Explicit integration of selected motivational topics into annotated lesson plans • Insightful explanation of links between lessons and chosen motivational topics • Appropriate use of resources to enhance lessons					
Familiarity with and relevance of professional and/or research literature used to support response • Use of relevant research to support arguments or positions • Inclusion of citations from relevant literature to support the arguments that are dates from 2000 onwards (and older where appropriate e.g., seminal research) • Appropriateness of the citations					
Structure and organisation of response • Logical, clear, and coherent presentation of annotated lesson plans • Excellent flow of the overall structure and writing					
Presentation of response according to appropriate academic and					

Specific Criteria	(-)——————————>(+)				
linguistic conventions					
• Use of academic language with clarity and coherence					
• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences)					
• Appropriate sentence structure					
• Appropriate use of APA (6th) referencing and citation conventions					
• Word count is within 10% of the 2500 word limit					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)   **Weighting:**   60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
O week: 23 May - 27 May		
Week 1: 30 May - 3 June	Lecture	**Introduction to course, requirements, and motivation**
Week 2: 6 June - 10 June	Lecture	**Self-determination Theory: Intrinsic and Extrinsic Motivation**
Week 3: 13 June - 17 June	Lecture	**Self-determination Theory: Autonomy and Competence**
Week 4: 20 June - 24 June	Lecture	**Self-determination Theory: Relatedness and Belonging**
Week 5: 27 June - 1 July	Lecture	**Growth Mindset**
Week 6: 4 July - 8 July		**Flexibility Week (no lecture or tutorial)**
Week 7: 11 July - 15 July	Lecture	**Goals**
	Assessment	Reflection
Week 8: 18 July - 22 July	Lecture	**Self-Regulation**
Week 9: 25 July - 29 July	Lecture	**Engagement**
Week 10: 1 August - 5 August	Lecture	**Course revision and wrap up**

Resources

Prescribed Resources

Readings

See Moodle for complete list

- Dweck, C. (2014). Teachers' mindsets: "Every student has something to teach me" Feeling overwhelmed? Where did your natural teaching talent go? Try pairing a growth mindset with reasonable goals, patience, and reflection instead. It's time to get gritty and be a better teacher. *Educational Horizons*, *93*, 10-15.
- Dweck, C. (2015). Carol Dweck revisits the growth mindset. *Education Week*, *35*, 20-24.
- 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.
- Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child Development*, *88*, 1849-1859.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American psychologist*, *55*(1), 170-183.
- Liem, G. A. D., & Martin, A. J. (2012). The motivation and engagement scale: Theoretical framework, psychometric properties, and applied yields. *Australian Psychologist*, *47*, 3-13.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*, 705 - 717.
- Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science, 15*, 265-268.
- Quin, D. (2017). Longitudinal and contextual associations between teacher-student relationships and student engagement: A systematic review. *Review of Educational Research*, *87*, 345-387.
- Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: An introduction and overview. In Ryan, R. M. & Deci, E. L., *Basic Psychological Needs in Motivation, Development, and Wellness* (pp. 3-25). New York: Guildford Publications.
- Ryan, R. M., & Deci, E. L. (2017). Schools as contexts for learning and social development. In Ryan, R. M. & Deci, E. L., *Basic Psychological Needs in Motivation, Development, and Wellness* (pp. 351-381). New York: Guildford Publications.
- Wolters, C. A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational Psychologist, 38*, 189-205.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*, 64-70.

*** All students are expected to access the course's Moodle site and their emails regularly for course materials, information and announcements ***

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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