

EDST5321

Motivation in Educational Settings

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

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School Contact Information

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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

What makes students want to achieve highly and engage deeply in learning? What makes students want to study certain subjects over others? What makes anyone want to do anything at all? In this course, you will investigate questions such as these to understand the role of motivation in how people learn. Topics include values, beliefs, flow, choice, rewards, punishment, and passion, and how they can be harnessed to create learning and wellbeing among teachers, their students, and their leaders in educational settings.

Course Learning Outcomes

1. Explain why people do what they do and how this relates to educational settings
2. Apply motivational theory and research to educational settings
3. Use strategies to create motivation and engagement in educational workplaces and learning environments.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of students.	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1,2
3.3.3	Support colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	2
3.5.2	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement, and achievement.	1,2
4.2.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	1
4.4.2	Initiate and take responsibility for implementing current school and/or system, curriculum, and legislative requirements to ensure student wellbeing and safety.	1,2

Teaching Strategies

Teaching strategies and course content are based on applications of a broad range of motivational perspectives. Students will engage with various course materials independently to build a base of knowledge before the course begins. Classes will focus on the collective expertise of the class and their

experience in educational settings to learn about strategies that work, using a range of explicit instruction, group discussions, and short presentations.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Annotated bibliography	50%	Part 1: 21/06/2022 5:00PM; Part 2: 19/07/2022 5:00PM	1, 2
2. Motivation report	50%	12/08/2022 05:00 PM	1, 2, 3

Assessment 1: Annotated bibliography

Due date: Part 1: 21/06/2022 5:00PM; Part 2: 19/07/2022 5:00PM

Task 1: Annotated bibliography

Length: 2500 words

Qualitative and quantitative feedback provided online through course website within 10 days of submission.

Additional details

Present an annotated bibliography of sources provided including some of your choosing. The purpose of the annotated bibliography is to acquaint you with the elementary aspects of motivation and the literature associated with motivation in educational settings.

The annotated bibliography is completed in two separate parts, so that feedback from the first part can help you complete the second part.

See Moodle for further details on how to complete the annotated bibliography.

Assessment 2: Motivation report

Due date: 12/08/2022 05:00 PM

Task 2: Motivation report

Length: 2500 words

Qualitative and quantitative feedback provided online through course website within 10 days of submission.

Additional details

Report to a school, sector, district, government department, or other organisation based on your analysis of its policies, strategies, practices, or curriculum. Your source information could be based on a school's discipline policy, interviews with a senior staff member at a school or a curriculum officer, school

communications, or other school official or policy documents. The report should be written as though you are a consultant for the school.

Sample scenarios and data will be provided in the case that your workplace or previous workplaces are not suitable.

See Moodle for further details on how to complete the school motivation report.

RUBRIC/FEEDBACK SHEET

EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated bibliography

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Was the substance of the article/text described and accurately? • Was the subject matter correct? 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Was there any attempt to synthesise the various sources or points of view in the research? • Was there any evaluation or critique of evidence or argument to support claims made in the literature? 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Were any additional references made to education, psychology, or motivation literature? • Were connections made between different reference sources provided? 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Was the material summarised effectively rather than simply being abstracted? • Were the annotations presented in the requested format? 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Is the level of academic English expression appropriate? 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Were the references in APA format? 					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD) Weighting: 50%

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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET

EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS

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Assessment Task 2: Motivation report

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Good understanding of the history, structure, definitions, and development of self-determination theory • Competent analysis of the school/organisation’s policy or approach 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Synthesis among the sources and understanding of different types of evidence presented in the literature. Synthesis of various sources and their criticisms • Use of various sources of information from the school/organisation regarding policies (e.g., policy documents as well as actual practice) 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate number of references used (at least 10) • Familiarity with the key texts in the theory as well as reports of empirical studies • Understanding of quality sources 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Report follows a logical structure • Information is presented in a way that most efficiently and effectively communicates the message appropriate to its audience 					

Specific Criteria	(-)—————>(+)				
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Appropriate register for academic/professional English • References cited appropriately 					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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	Blended	Course orientation The importance of motivation
Week 2: 6 June - 10 June	Blended	The importance of motivation
Week 3: 13 June - 17 June	Blended	Self-determination theory: A framework for understanding human motivation in educational settings
Week 4: 20 June - 24 June	Blended	Self-determination theory: A framework for understanding human motivation in educational settings
Week 5: 27 June - 1 July	Blended	Student engagement and self-regulated learning
Week 6: 4 July - 8 July	Blended	Student engagement and self-regulated learning
Week 7: 11 July - 15 July	Blended	Critical thinking about motivation concepts: Growth mindset and other ideas
Week 8: 18 July - 22 July	Blended	Critical thinking about motivation concepts: Growth mindset and other ideas
Week 9: 25 July - 29 July	Blended	Teacher motivation
Week 10: 1 August - 5 August	Blended	Teacher motivation

Resources

Prescribed Resources

There is no required textbook for the course. Required readings are provided on Moodle.

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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