



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2044 Motivation in Learning and
Teaching

Summer Semester

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Summary of Course</i>	2
<i>Aims of the Course</i>	2
<i>Important Information</i>	3
<i>Student Learning Outcomes</i>	3
<i>Graduate Attributes (AITSL Professional Graduate Teaching Standards)</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	3
5. TEACHING STRATEGIES	3
6. COURSE CONTENT AND STRUCTURE	4
7. ASSESSMENT	5
8. RESOURCES	11
Readings.....	11

IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST2044 Motivation in Learning and Teaching (6 units of credit)

Summer Semester, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Marianne Mansour

Office Location: Room 131, John Goodsell Building

Email: marianne.mansour@unsw.edu.au

Phone: 9385 1914

Availability: By appointment

3. COURSE DETAILS

Course Name	EDST2044 Motivation in Learning and Teaching	
Credit Points	6 units of credit (uoc)	
Workload	Includes approximately 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Ainsworth G02, 10am – 12pm	Week 1 = Monday, Tuesday, Wednesday, Friday Week 2 & 3 = Monday, Tuesday, Thursday, Friday
Tutorial/s	Ainsworth 201, 1pm – 2pm Ainsworth 201, 2pm – 3pm	4 – 22 January 2016

Summary of 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.

The main ways in which the course has changed since last time as a result of student feedback are:

- Incorporation of a peer-evaluation component for assessment valued at 20% of overall marks
- Changing a poster assessment to a team teaching short lesson assessment which enables more opportunities for peer discussions and learning activities
- More discussion opportunities based on specific subject areas
- More activities and clips in tutorials to further develop students' understanding of course topics

Aims of the Course

1. Provide students with an understanding of contemporary perspectives in motivation research and their implications for learning and teaching
2. Engage students to think critically about how theory and research in motivation may influence their teaching

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure

Student Learning Outcomes

Outcome	Assessment/s
1 Demonstrate an understanding of contemporary perspectives on motivation	1, 2, 3
2 Apply motivational theories to learning and teaching situations	1, 2, 3

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Standard	Assessment/s
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
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
3.3 Include a range of teaching strategies	1, 2, 3

4. 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 significant implications for learning and teaching. As well as gaining a specialised understanding of a specific topic through the short lesson team teaching assessment task, students will be exposed to a broad understanding of motivation through several theoretical perspectives.

5. TEACHING STRATEGIES

In lectures, face-to-face tutorials and online tutorials, students will be presented with information about major theories of motivation, research, implications for learning and practical strategies to guide and inform their pedagogy. Discussions and practical learning activities will play a key role in developing students' thinking about how the motivational theories might be applied to educational contexts and drive optimal student learning outcomes. In teams, students will teach a short lesson about a motivational topic (not covered in lectures) and its application to education.

6. COURSE CONTENT AND STRUCTURE

This is an *indicative* course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests.

Date	Content
Monday 4 Jan	Lecture: Introduction to course, course requirements, introduction to motivation and some key terminology Tutorial: Introduction and Short Lesson Team Teaching Assessment allocation
Tuesday 5 Jan	Lecture: Self-determination Theory - Part 1 Tutorial: Reciprocal Peer Questioning
Wednesday 6 Jan	Lecture: Self-determination Theory - Part 2 Tutorial: Relationships
Friday 8 Jan	Lecture: Self-determination Theory - Part 3 Online Tutorial: The Flipped Classroom
Monday 11 Jan	Lecture: Goal Setting Theory and Personal Best Goals Tutorial: Short Lesson Team Teaching Assessment Personal Best Goals
Tuesday 12 Jan	Lecture: Self-Theory Tutorial: Short Lesson Team Teaching Assessment Self-Theory
Thursday 14 Jan	Lecture: Self-Regulation Tutorial: Short Lesson Team Teaching Assessment Self-Regulation
Friday 15 Jan	Lecture: Engagement Tutorial: Short Lesson Team Teaching Assessment Positive Youth Development - Part 1
Monday 18 Jan	Lecture: Motivation and Engagement Wheel and Scale Tutorial: Short Lesson Team Teaching Assessment Positive Youth Development - Part 2
Tuesday 19 Jan	Lecture: The Arts and Motivation Online Tutorial: The Classroom Experiment
Thursday 21 Jan	Lecture: Course revision Tutorial: Course-wrap up and evaluation
Friday 22 Jan	In-class written task

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes	Due Date
Reflection	1500 words	30%	1, 2	1.2, 1.5, 3.3	December 20
Short Lesson Team Teaching; Peer-Evaluation of Short Lesson Team Teaching Process; Peer- Evaluation of Short Lesson Team Teaching	15 minutes, 1000 words; 500 words; 500 words	20%; 10%; 10%	1, 2	1.2, 1.5, 3.3	January 11, 12, 14, 15 & 18
In-class Written Task	1500 words; 2 hours	30%	1, 2	1.2, 1.5, 3.3	January 22

Reflection (30%) - 1500 words (**NOT** including references)

- **PART 1:** Reflecting on your school experiences (or work experiences or another similar experience), consider inspirational teachers/mentors/bosses etc. Briefly describe **TWO** strategies the teachers/mentors/bosses have used and their motivational implications. You can describe two strategies from the same person **OR** two strategies from different people. (500 words)
- **PART 2:** 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. (This will be made available via Moodle and in a mass email that will be sent out informing students about this assessment)
- Reflecting on this Ryan and Deci article, describe **TWO CREATIVE** learning activities 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 PART 1 OF THIS ASSESSMENT**). (1000 words)
- Your response should **EXPLICITLY** demonstrate the connection between the learning activities and the psychological need you have chosen
- Your response should focus on **ONE SUBJECT AREA OR YOUR FAVOURITE SUBJECT AREA IF YOU ARE NOT ENROLLED IN A TEACHING DEGREE**
- You may include research beyond the set reading but **ONLY** if it will enhance your response
- This assessment must be submitted electronically on Turnitin via Moodle by **MIDNIGHT** on December 20. A cover sheet is **NOT** required for electronic submissions of assessment tasks
- A penalty of 3% of the total possible marks for each day or part day that the assessment is late applies

Short Lesson Team Teaching (20%) - 15 minutes; 1000 words (NOT including references)

In team teaching groups of 2-3, you are to teach a tutorial topic (these topics will be available on Moodle and will be discussed on the first day of class) associated with motivation. Your team teaching group is to ***EFFECTIVELY AND CREATIVELY TEACH*** the rest of the class an overview **OR** aspect of a topic not covered in the course. Your short lesson must include the following:

Key points of the topic

- Topic's connection to motivation
- Topic's connection to learning and teaching
- A practical learning activity (examples of these will be outlined on the first day of class)
- Use of ICT/multimedia is strongly encouraged
- All team teaching group members are expected to equally teach in the short lesson - i.e., if you are in a group of 3, each group member is required to teach for 5 minutes
- Your short lesson should be between 14-15 minutes (a penalty of ½ mark of the total possible marks for each minute or part minute the short lesson is over or under time applies)
- On the day of your short lesson, ***ONE*** member of your group is required to submit a copy of ***ALL*** the material you have used (e.g., powerpoint, handouts etc) to Turnitin by ***MIDNIGHT***. A cover sheet is ***NOT*** required for electronic submissions of assessment tasks

Short Lesson Team Teaching assessments will take place in the first half of tutorials on January 11, 12, 14, 15 and 18. For each of these due dates, 2-3 team teaching groups will teach their short lesson to the rest of the class

- A penalty of 3% of the total possible marks for each day or part day that the assessment is late applies

Peer-Evaluation of Short Lesson Team Teaching Process (10%) - 500 words

There are two peer-evaluation components for this assessment. The first involves feedback based on the process of the short lesson team teaching assessment. You will evaluate each member of your team teaching group by providing qualitative feedback of their participation and contribution to the short lesson (500 words in total for all your group members). Each group member will also grade one another out of 10. The average of your group members' grades will be the basis of this 10% of your assessment.

- You will be provided with a feedback sheet during the first week of class and you are expected to complete this and give it to your instructor on the day of your short lesson

Peer-Evaluation of Short Lesson Team Teaching (10%) - 500 words

The second peer-evaluation component for this assessment involves feedback based on the final short lesson. Your fellow class members will be evaluating your short lesson by providing qualitative feedback of its strengths and suggested areas of improvement (500 words in total across all short lessons). They will also grade the short lesson out of 10. The average of your fellow class members' grades will be the basis of this 10% of your assessment.

- You will be provided with feedback sheets at the start of each tutorial dedicated to short lessons and you are expected to complete them and give them to your instructor after the short lessons

In-class Written Task (30%) - 1500 words

On the final day of class, you will complete an in-class written task. The task will assess your knowledge and understanding of key theories and their practical application, as covered in the course. Further information and guidance about this task will be provided to you during lectures and tutorials.

- A penalty of 3% of the total possible marks for each day or part day that the assessment is late applies

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET
EDST2044 MOTIVATION IN LEARNING AND TEACHING

Student Name:

Student No.:

Assessment Task: Reflection

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of motivation in relation to both reflection questions 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Description of strategies • Description of learning activities • Connection of learning activities to psychological need • Creativity of learning activities 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understanding of the set reading 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure • Correct referencing according to APA 6th edition for in-text and final reference list • Word count is within 10% of the 1500 word limit 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Dr Marianne Mansour

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 30%

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 contextualize 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.**

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

Student Names:

Student No.:

Assessment Task: Short Lesson Team Teaching

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of topic and its connection to motivation • Understanding of topic and its connection to learning and teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Overall analysis of topic • Effectiveness and creativity of learning activity 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Relevance of a range of resources including peer-reviewed journal articles, book chapters, internet websites etc • Includes key researchers/theorists as relevant to the topic • Includes resources from the year 2000 onwards (and older resources where relevant) 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Overall ability to effectively teach the topic • Equal teaching/input from all group members • Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure • Correct referencing according to APA 6th edition for in-text and final reference list • Word count is within 10% of the 1000 word limit • Lesson is between 14-15 minutes and not over or under time limit 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Dr Marianne Mansour

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

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 contextualize 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.**

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET
EDST2044 MOTIVATION IN LEARNING AND TEACHING

Student Name:
Assessment Task: In-class Written Task

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the set questions as relevant to motivation • Understanding of the set questions as relevant to learning and teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Ability to engage with and effectively answer set questions 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference to relevant research 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of structure and organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Dr Marianne Mansour

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 30%

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 contextualize 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.**

8. RESOURCES

Readings

Course readings will be distributed on Moodle and emailed to students.

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