



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

**EDST5321**  
Motivation in Educational Settings

Summer Semester 2017

## 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> .....	2
<i>Student Learning Outcomes</i> .....	3
<i>Graduate Attributes</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 .....	5

### 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 Bedegal 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  
EDST 5321 Motivation in Educational Settings (6 units of credit)  
Summer Semester, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Paul Evans  
Office Location: John Goodsell 118  
Email: [paul.evans@unsw.edu.au](mailto:paul.evans@unsw.edu.au)  
Phone: 9385 6950 (email preferred)  
Availability: See moodle for online course help forum, or contact via email for an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EDST 5321 Motivation in Educational Settings
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	January Tuesday 3 <sup>rd</sup> , Wednesday 4 <sup>th</sup> , Thursday 5 <sup>th</sup> and Friday 6 <sup>th</sup> , Morven Brown G4

### *Summary of Course*

What makes students want to achieve highly and engage deeply in learning? What makes students want to study some subjects over others? What makes anyone want to do anything at all? This course covers a range of contemporary perspectives on motivation that offer some ways to answer these questions. Some topics include: values and attitudes, creativity, flow, choice, rewards, punishment, and passion.

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

- Assignments and moodle configuration has been updated based on suggestions from students. Schedule updated based on student suggestions.

### *Aims of the Course*

1. To provide students with an understanding of contemporary perspectives on motivation research and their implications for educational settings
2. To engage students to think critically about how research on motivation might influence teaching practices

### *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	Understand the key tenets and constructs of self-determination theory including its assumptions about the nature of human behaviour	1
2	Conduct independent research into a specialised topic within motivation related to educational settings	1, 2
3	Apply understandings of motivation to various educational settings	1, 2

### *Graduate Attributes*

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1,2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1,2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

The major focus of this course is on contemporary accepted theories of motivation and their evidence. These theories are often at odds with what has been accepted in the early 20th century, and also with folk or intuitive understandings about motivation. The perspectives that are discussed are chosen because they are theoretically sound, empirically verified, and have implications for educational settings. Through the seminar assessment task, students may either bring additional perspectives or discuss perspectives already covered in class in more detail.

#### **5. TEACHING STRATEGIES**

Students will be presented with information during classes about major theories of motivation and their empirical evidence. Class discussions will play a key role in developing students' thinking about how the theories might be applied to various educational settings. Each student will present a seminar about a selected topic and its application to education.

## 6. COURSE CONTENT AND STRUCTURE

Day	Lecture Topic and Readings
1 Tuesday 3 <sup>rd</sup> January	<ul style="list-style-type: none"> <li>- Past and contemporary perspectives on motivation</li> <li>- Competence as the core of achievement motivation</li> <li>- Introduction to the theoretical frameworks covered in the course</li> <li>- Introduction to the course</li> <li>- Using Moodle</li> <li>- Assessments</li> <li>- Topics for presentations</li> <li>- Introduction to extrinsic and intrinsic motivation – the undermining effects of rewards and task design</li> <li>- Cognitive Evaluation Theory</li> <li>- Locating sources for the seminar presentation and assignments</li> <li>- Evaluating reward scenarios in the classroom and developing alternatives</li> <li>- Examples of school policies that facilitate or undermine motivation</li> </ul>
2 Wednesday 4 <sup>th</sup> January	<ul style="list-style-type: none"> <li>- Extrinsic and intrinsic motivation in detail</li> <li>- Internalisation of motivation</li> <li>- Organismic integration theory</li> <li>- Basic psychological needs and internalization</li> <li>- Evidence of self-determination in various educational contexts</li> <li>- Summary of self-determination theory and its implications for educational practice</li> </ul>
3 Thursday 5 <sup>th</sup> January	<ul style="list-style-type: none"> <li>- Social-Cognitive Theory – Self-Efficacy</li> <li>- Social-Cognitive Theory – Self-Regulated Learning</li> <li>- Goals</li> <li>- Guest lecture – goal setting and implications for teachers</li> </ul>
4 Friday 6 <sup>th</sup> January	<ul style="list-style-type: none"> <li>- The engagement construct</li> <li>- Relationships between motivation and engagement</li> <li>- Measuring motivation and engagement</li> <li>- Outcomes of motivation and engagement</li> <li>- The overall state of the art in motivation research and its impact on achievement (Hattie)</li> <li>- Summary of the course and implications for teachers</li> </ul>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Annotated Bibliography	15 x 2-300 word annotations	50%	1, 2, 3	1-5	19/12/16 and 10/1/17
2. Motivation Report	2-3000	50%	2, 3	1-5	23/1/17

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

### **Assignment 1: Annotated bibliography**

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.

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

### **Assignment 2: Motivation report**

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

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

## 8. RESOURCES

There is no required textbook for the course. Readings are provided on moodle.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS

Student Name:  
 Assessment Task: ANNOTATED BIBLIOGRAPHY

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Was the substance of the article/text described and accurately?</li> <li>• Was the subject matter correct?</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Was there any attempt to synthesise the various sources or points of view in the research?</li> <li>• Was there any evaluation or critique of evidence or argument to support claims made in the literature?</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Were any additional references made to education, psychology, or motivation literature?</li> <li>• Were connections made between different reference sources provided?</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Was the material summarised effectively rather than simply being abstracted?</li> <li>• Were the annotations presented in the requested format?</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Is the level of academic English expression appropriate ?</li> <li>• Were the references in APA format?</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer Recommended:**        /20        (FL PS CR DN HD)

**Date 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 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  
 EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS

Student Name:  
 Assessment Task: MOTIVATION REPORT

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Good understanding of the history, structure, definitions, and development of self-determination theory</li> <li>• Competent analysis of the school/organisation's policy or approach</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Synthesis among the sources and understanding of different types of evidence presented in the literature. Synthesis of various sources and their criticisms</li> <li>• Use of various sources of information from the school/organisation regarding policies (e.g., policy documents as well as actual practice)</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate number of references used (at least 10)</li> <li>• Familiarity with the key texts in the theory as well as reports of empirical studies</li> <li>• Understanding of quality sources</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Report follows a logical structure</li> <li>• Information is presented in a way that most efficiently and effectively communicates the message appropriate to its audience</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Appropriate register for academic/professional English</li> <li>• References cited appropriately</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**  
 Recommended:        /20        (FL PS CR DN HD)

**Date**  
 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 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.**