



School of Education

EDST2044 Motivation in Learning and Teaching

Term 2, 2019

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2044 Motivation in Learning and Teaching (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinators:	Dr Marianne Mansour	Dr Tracy Durksen
Office Location:	Room 131, John Goodsell Building	Room 131, John Goodsell Building
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Phone:	9385 1914	9385 8507
Availability:	By appointment on Thursdays	By appointment on Thursdays

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	http://classutil.unsw.edu.au/EDST_T2.html

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

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-week program of 2-hour lectures and 1-hour face-to-face tutorials. In addition, learning is supported through 6 hours-worth of online content and activities.

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.

Module	Content
1 06/03/19	Introduction to course, requirements and introduction to Motivation
2 13/06/19	Self-determination Theory - Part 1
3 20/06/19	Self-determination Theory - Part 2
4 27/06/19	Self-determination Theory - Part 3
5 04/07/19	Self-Theory
6 11/07/19	Goals
7 18/07/19	Self-Regulation
8 25/07/19	Engagement
9 01/08/19	Motivation and Engagement Wheel and Scale and Positive Youth Development
10 08/08/19	Course revision and wrap up

7. RESOURCES

Readings

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.

Quin, D. (2017). Longitudinal and contextual associations between teacher-student relationships and student engagement: A systematic review. *Review of Educational Research, 87*, 345-387.

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.

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.

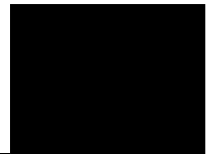
Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*, 705 - 717.

Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science, 15*, 265-268.

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.

8. ASSESSMENT



Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes	Due Date
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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 					
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"> • 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 					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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FEEDBACK SHEET
EDST2044 MOTIVATION IN LEARNING AND TEACHING

Student Name: