

Motivation in Education

Example Syllabus

Instructor: Christy M. Byrd, PhD

This course provides a general overview of the topic of motivation from a psychological perspective. The course focuses on different theories of motivation and how the environment influences students' motivation. Motivation for intellectual and academic performance will be emphasized. Applications of theory in educational settings will be considered. First, we will examine major theoretical approaches to motivation, and then consider the role of external (school, family) and social identity (race, gender) contexts in relation to motivation.

Objectives

At the end of this course, you will be able to:

1. Identify and accurately characterize major, current theoretical approaches to describing, predicting and explaining human motivation.
2. List the typical operational definitions and measurement strategies used in motivation research.
3. Compare approaches to motivation
4. Apply theories of motivation to empirical research and to your personal experience.

Class Format

The readings each week will include a review of the theory/perspective and at least two empirical examples—peer-reviewed research studies using the theory. Each class session will consist of a brief lecture and extended discussion. Activities may be included to explore different concepts. You are expected to have read each reading before class so that discussion can focus on the implications of each theory in terms of:

- Measurement and methodology
- Development
- Culture
- Teaching and learning in schools

Required Readings

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications*(3rd Edition). Englewood Cliffs, NJ: Merrill Prentice-Hall.

Other readings posted online.

Requirements

There are no page minimums or maximums for each assignment. Instead, the assignment should be as long as necessary for you to develop a detailed and comprehensive argument. I encourage you to consult with me throughout the writing process.

Class Facilitation - 20%

- Class facilitation will give you the opportunity to practice your presentation and facilitation skills. Each student will facilitate one class session with a partner. You will

select 2-3 empirical examples of the topic we are covering during your selected week and write discussion questions. You will make a brief (15 minute) presentation to the class and lead the class discussion. Your presentation should not merely summarize the theory but also provide the starting point for the discussion of issues related to methodology, culture, and teaching.

Article Critique - 20%

- This paper will give you practice at using critical analysis with empirical research papers. *Twice* during the semester, select an empirical example assigned as a reading and write a critique of the literature review, methods, and results. Your critique should be about 2-3 pages long and is due the week after the reading is assigned.

Motivation Switcheroo - 30%

- This paper will allow you to practice using multiple theoretical perspectives to analyze a particular process or outcome. Select a motivational theory and locate an empirical example (that has not been assigned as a reading) of the theory at work. In your paper, you will summarize the empirical example and then consider the results through the lens of a *different* motivational theory. For example, in my dissertation I used self-determination theory to explain how racial climate might be associated with intrinsic motivation. What would my results mean from an achievement goal perspective? Your empirical example may only include certain outcomes related to one perspective, and that is fine—you can speculate on how the results might have been different using a different outcome. Another option is to think about the second motivational theory as a mediator or moderator of the original study.

What's My Motivation? - 30%

- The goal of this paper is to connect research on motivation to your life experience. Describe an encounter or experience in your life and analyze it using *three* motivational theories. The experience should be relatively brief and contained (for example, what it's like for you taking this class vs. your entire experience of high school). The paper should be about *your* thoughts, feelings, and behaviors, not attempting to analyze the motivation of another person.
- In the paper you will describe the experience, describe the motivational theories, and then analyze your experience. You should use research findings to explore how common or typical your experience was and to consider the role of your social identities (race, gender, socioeconomic status) in the experience. Though this is a reflective paper, the goal is not for you to think about how things could have been different or assign praise or blame. Instead, I am interested in your ability to apply abstract theories to your concrete experience.
- Each person will present the initial version of their paper at the end of the course and revise based on peer and instructor feedback before submitting the final version.

Course Schedule

Week	Topic	Reading
1	Introduction to Motivation	<p>Schunk et al. chapter 1</p> <p>Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. <i>Journal of Educational Psychology</i>, 95(4), 667.</p>
2	Expectancy-Value Theories	<p>Schunk et al. chapter 2</p> <p>Graham, S., Taylor, A. Z., & Hudley, C. (1998). Exploring achievement values among ethnic minority early adolescents. <i>Journal of Educational Psychology</i>, 90(4), 606-620</p> <p>Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs. <i>Personality and Social Psychology Bulletin</i>, 21(3), 215–225. doi:10.1177/0146167295213003</p> <p>Wigfield, A., & Eccles, J. S. (2002). The development of competence beliefs, expectancies for success, and achievement values from childhood through adolescence. In A. Wigfield & J. S. Eccles (Eds.), <i>Development of achievement motivation</i> (pp. 91-120). San Diego: Academic Press.</p>
3	Attribution Theory	<p>Schunk et al. chapter 3</p> <p>Juvonen, J., & Murdock, T. B. (1995). Grade-level differences in the social value of effort: Implications for self-presentation tactics of early adolescents. <i>Child Development</i>, 66, 1694-1705.</p> <p>Forsyth, D. (1986). An attributional analysis of students' reactions to success and failure. In R.S. Feldman (Ed.), <i>The social psychology of education</i> (pp. 17-38). New York: Cambridge University Press.</p>
4	Social Cognitive Theory	<p>Schunk et al. chapter 4</p> <p>Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. <i>Child Development</i>, 67, 1206-1222.</p>

		<p>Klassen, R., Usher, E.L., & Bong, M. (2010). Teacher collective efficacy, job satisfaction and job stress in cross-cultural context. <i>Journal of Experimental Education</i>, 78, 464-486.</p> <p>Pajares, F., & Graham, L. (1999). Self efficacy, motivation constructs, and mathematics performance of entering middle school students. <i>Contemporary Educational Psychology</i>, 24, 124-139.</p>
5	Goals and Goal Orientations	<p>Schunk et al. chapter 5</p> <p>Midgley, C., Kaplan, A., & Middleton M.J. (2001). Performance-approach goals: Good for what, for whom, under what circumstances, and at what cost? <i>Journal of Educational Psychology</i>, 93, 77-86.</p> <p>Harackiewicz, J., Barron, K., Pintrich, P., Elliot, A., & Thrash, T. (2002). Revision of achievement goal theory: Necessary and illuminating. <i>Journal of Educational Psychology</i>, 94, 638-645.</p> <p>Kaplan, A., & Middleton, M.J. (2002). Should childhood be a journey or a race? <i>Journal of Educational Psychology</i>, 94, 646-648.</p> <p>Hulleman, C. S., Bodmann, S. M., & Harackiewicz, J. M. (2010). A meta-analytic review of achievement goal measures: Different labels for the same constructs or different constructs with similar labels? <i>Psychological Bulletin</i>, 136 (3), 422-449.</p>
6	Affect and Self-Worth	<p>Schunk et al. chapter 6</p> <p>Covington, M. (1984). The self-worth theory of achievement motivation: Findings and implications. <i>Elementary School Journal</i>, 85(1), 5 -20.</p> <p>Kernis, M. (2005). Measuring self-esteem in context: The importance of stability in self-esteem in psychological functioning. <i>Journal of Personality</i>, 73(6), 1569-1605.</p> <p>Crocker, J., Karpinski, A., Quinn, D., & Chase, S. (2003). When grades determine self-worth: consequences of contingent self-worth for male and female engineering and psychology majors. <i>Journal of Personality and Social Psychology</i>, 85(3), 507-516.</p> <p>Niiya, Y., Crocker, J., & Bartmess, E.N. (2004). From</p>

		vulnerability to resilience: Learning orientations buffer contingent self-esteem from failure. <i>Psychological Science</i> , 15(12), 801-805.
7	Intrinsic and Extrinsic Motivation	<p>Schunk et al. chapter 7</p> <p>Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. <i>American Psychologist</i>, 55, 68-78.</p> <p>Csikszentmihalyi, M., & Rathunde, K. (1993). The measurement of flow in everyday life: Toward a theory of emergent motivation. In J. Jacobs (Ed.), <i>Developmental perspectives on motivation: Nebraska Symposium on Motivation</i> (pp. 57-97). Lincoln, NE: University of Nebraska Press.</p> <p>Fortier, M. S., Vallerand, R. J., & Guay, F. (1995). Academic motivation and school performance: Toward a structural model. <i>Contemporary Educational Psychology</i>, 20(3), 257–274.</p> <p>Gottfried, A. E., Marcoulides, G. A., Gottfried, A. W., Oliver, P. H., & Guerin, D. W. (2007). Multivariate latent change modeling of developmental decline in academic intrinsic math motivation and achievement: Childhood through adolescence. <i>International Journal of Behavioral Development</i>, 31, 317–327. doi:10.1177/0165025407077752</p>
8	Contextual Influences and School Climate	<p>Motivation Switcheroo Due Schunk et al. chapter 10</p> <p>Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. <i>Review of Educational Research</i>. doi:10.3102/0034654313483907</p> <p>Byrd, C. M. (in press). The associations of intergroup interactions and school racial socialization with academic motivation. <i>Journal of Educational Research</i>.</p> <p>Byrd, C. M., & Chavous, T. M. (2012). The congruence between African American students' racial identity beliefs and their academic climates: Implications for academic motivation and achievement. In J. M. Sullivan & A. M. Esmail (Eds.), <i>African American Identity: Racial and Cultural Dimensions of the Black Experience</i> (pp. 345–</p>

		<p>369).</p> <p>Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation, and stage-environment fit. In R. M. Lerner & L. Steinberg (Eds.), <i>Handbook of Adolescent Psychology, Vol 1: Individual Bases of Adolescent Development</i> (3rd ed., pp. 404–434). Hoboken, NJ US: John Wiley & Sons Inc.</p> <p>Eccles et al. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. <i>American Psychologist</i>, 48(2), 90-101.</p>
9	Teacher Influences	<p>Schunk et al. chapter 9</p> <p>Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in school work. <i>British Journal of Educational Psychology</i>, 72, 261-278.</p> <p>Patrick, H., Kaplan, A., & Ryan, A.M. (2011). Positive classroom motivational environments: Convergence between mastery goal structure and the classroom social climate. <i>Journal of Educational Psychology</i>, 103, 367-382.</p> <p>Reeve, J., Bolt E., & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. <i>Journal of Educational Psychology</i>, 91, 537-548.</p> <p>Mueller, C., & Dweck, C. (1998). Praise for intelligence can undermine children's motivation and performance. <i>Journal of Personality and Social Psychology</i>, 75, 33-52.</p>
10	Peer Influences	<p>Schunk et al. chapter 8</p> <p>Rodkin, P. & Ryan, A.M. (in press, anticipated 2012). Child and adolescent peer relations in an educational context. In T. Urda, S. Graham, M. Royer, & M. Zeidner (Eds.) <i>Educational Psychology Handbook</i>. Washington DC: APA Publications. 6</p> <p>Gest, S.D. Rulison, K.L., Davidson, A.J., & Welch, J. (2008). A reputation for success (or failure): The association of peer academic reputation with academic self-concept, effort, and performance across the upper elementary grades. <i>Developmental Psychology</i>,</p>

		<p>44, 625-36.</p> <p>Ryan, A. M. & Shim, S. S. (2008). An exploration of young adolescents' social achievement goals and social adjustment in middle school. <i>Journal of Educational Psychology</i>, 100, 672-687.</p> <p>Ryan, A. M. (2001). The Peer Group as a Context for the Development of Young Adolescent Motivation and Achievement. <i>Child Development</i>, 72(4), 1135–1150. doi:10.1111/1467-8624.00338</p>
11	Family Influences	<p>Bowman, P. J., & Howard, C. (1985). Race-related socialization, motivation, and academic achievement: A study of Black youths in three-generation families. <i>Journal of the American Academy of Child Psychiatry</i>, 24(2), 134–141.</p> <p>Cheung, S., & Pomerantz, E. M. (2009). Parents' involvement in children's learning in the United States and China: A longitudinal investigation. <i>Child Development</i>, 82 (3), 932-950.</p>
12	Racial and Cultural Influences	<p>Booker, K. C. (2006). School belonging and the African American adolescent: What do we know and where should we go? <i>The High School Journal</i>, 89(4), 1–7.</p> <p>Cokley, K. O. (2003). What do we know about the motivation of African American students? Challenging the "anti-intellectual" myth. <i>Harvard Educational Review</i>, 73(4), 524–558.</p> <p>Graham, S. (2004). "I Can, But Do I Want To?" Achievement Values in Ethnic Minority Children and Adolescents. In G. Philogene (Ed.), <i>Racial identity in context: The legacy of Kenneth B. Clark</i> (pp. 125–147). Washington, D.C.: American Psychological Association.</p> <p>Iyengar, S., & Lepper, M. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. <i>Journal of Personality and Social Psychology</i>, 76, 349-366.</p> <p>Sheldon, K. M., et al. (2004). Self-concordance and subjective well-being in four cultures. <i>Journal of Cross-cultural Psychology</i>, 35, 209-223.</p> <p>Van Laar, C. (2000). The paradox of low academic achievement but high self-esteem in African American students: An attributional account. <i>Educational</i></p>

		Psychology Review, 12, 33-61.
13	Gender Influences	What's My Motivation? Full draft due Readings TBA
14	Motivation Interventions	Robertson, J. S. (2000) Is attribution training a worthwhile classroom intervention for K-12 students with learning difficulties? Educational Psychology Review, 12 (1), 111-134. Other readings TBA
15	Final Presentations	What's My Motivation? Final version due

This syllabus is based on syllabi by Allison Ryan and Tabbye Chavous, University of Michigan