



# 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
Email:	<a href="mailto:marianne.mansour@unsw.edu.au">marianne.mansour@unsw.edu.au</a>	<a href="mailto:tracy.durksen@unsw.edu.au">tracy.durksen@unsw.edu.au</a>
Phone:	9385 1914	9385 8507
Availability:	By appointment on Thursdays	By appointment on Thursdays

## 3. COURSE DETAILS

---

<b>Course Name</b>	EDST2044 Motivation in Learning and Teaching
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes approximately 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a>

---

## 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
-----------------	--------	--------	----------------------------	---------------------	----------





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

Student Name:

Student No.:

Assessment Task: **Reflection**

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Understanding of motivation in relation to both reflection questions					
<b>Depth of analysis and/or critique in response to the task</b> Description of strategies					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Understanding of the set reading					
<b>Structure and organisation of response</b> Appropriateness of overall structure Clarity and coherence of organisation					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> 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 (6 <sup>th</sup> ) referencing and citation conventions Word count is within 10% of the 1500-word limit					

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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

Student Name: