

EPSY 410: Academic Motivation and Behavior

Spring Semester 2006

M 1:00-3:30pm

Gentry 140A

INSTRUCTOR

Jason M. Stephens, Ph.D.

jason.stephens@uconn.edu

860.486.1114 (Office Phone)

OFFICE HOURS

Tuesdays and Thursdays,
2-5pm or by appointment in
Gentry 011b

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, please make an appointment with me or see me during office hours as soon as possible.

COURSE DESCRIPTION

The purpose of this course is to examine theory, research and practice related to motivation, particularly the motivation to learn in academic settings. Specifically, my goals in this class are to:

1. introduce students to the field of the psychological study of motivation to learn in school settings;
2. explore the conceptual and practical value of framing of school and learning from a motivational and developmental perspective;
3. assist students in exploring how motivational theory and research may relate to their own areas of interest and help them in integrating motivational constructs into their research;
4. have us learn from each other and together read interesting new work on motivation to learn (a caring community is the crucible within which learning of enduring value unfolds).

This course is designed for graduate students who are studying issues related to motivation to learn in school settings during the first two decades of life. The course requires a substantial amount of reading each week. Students will also be responsible for (a) bringing wisdom and questions to class each week; (b) for helping to organize and motivate a class discussion of readings during the semester; and (c) for writing a final scholarly paper on a topic of their own choosing. Rewriting work after a “first draft” is always an option – formative assessment is a key pedagogical tool for “motivating for understanding” instead of “motivating for the grade.”

This course assumes a great deal of intrinsic motivation on the part of the student to assimilate the course material and apply it to their own areas of research/practical interest. Pedagogical affordances of opportunities for student choice and self-regulation, especially with a committed group of students, makes more likely a good “fit” with students’ needs and increased motivation, perceived relevance, and enjoyment on the part of students.

COURSE TEXTS

Required

Pintrich, P. R. & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications* (2nd Ed). Columbus, OH: Merrill.

Additional required readings will be posted in WebCT (ECR) and are listed in the Course Schedule.

COURSE REQUIREMENTS

Class Participation

20%

Many forms of engagement and participation are expected of you in this seminar. First and foremost, you are expected to complete the weekly and come to class prepared to talk about them. Towards this end, please bring a short description of something you learned and/or had a question about from the reading. Second, I would like each of you to take responsibility for leading the discussion during one class this semester. You are not expected to be the “expert” for the day, but rather to bring one or two ideas for how to “get the ball rolling” and to keep the discussion the flowing.

Reflective Journal

30%

In order to motivate and support your learning in this seminar, I am requiring each of you to keep a reflective journal. Learning is an active process and reflective journals create a space for you to construct, question and extend your understanding. Your entries should be written in narrative form, though they may include visual schematics, and the content should reflect higher order thinking (application, analysis, synthesis and evaluation). Three (3) entries will be shared with me over the course of the semester. In the interest of fostering a sense of autonomy (a key aspect of self determination), you will decide which three entries you would like to share to me. I only ask that you submit these entries one at a time and within two weeks of the assigned readings to which the entry corresponds.

Final Project

50%

I encourage you to write a paper that is rooted in your interests or goals and that will contribute to your graduate work in some way. Final projects may take many forms and you should make an appointment with me to discuss your interests and ideas by mid-March. If you would rather not write a research paper or proposal, you may consider writing a motivational analysis of a currently popular book (such as “*Doing School*” by Dr. Denise Pope). Regardless of the nature of your final project, all students will be expected to orally present their work on the last day of class (Monday April 27th) and to submit a final paper (via email by midnight on Monday, May 1st). We will discuss the assessment of these two requirements in class.

COURSE SCHEDULE

The readings for each week should be completed prior to class. Please be prepared to discuss readings during class sessions.

Week 1
January 23rd **Introductions and Interactions: Selves and the Situations**

Who are you and why are you here?

Week 2
January 30th **Historical Roots and Contemporary Offshoots**

Metatheories and Metaphors

Readings

Chapter 1 in Pintrich & Schunk (2002)

Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 63-84). New York: Macmillan.

Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95, 667-686

Week 3
February 6th **Expectancy-Value Models of Motivation**

Readings

Chapter 2 in Pintrich & Schunk (2002)

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68-81.

Borders, A., Earleywine, M., & Huey, S. J. (2004). Predicting problem behaviors with multiple expectancies: Expanding expectancy-value theory. *Adolescence*, 39(155), 539-550

Week 4
February 13th **Attribution Theory**

Readings

Chapter 3 in Pintrich & Schunk (2002)

Becker, B.E. & Luthar, S.S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist*, 37, 197-214.

- Graham, S. (1997). Using attribution theory to understand social and academic motivation in African American youth. *Educational Psychologist*, 32, 21 - 34.
- Nolen-Hoeksema, S., Girgus, J.S., & Seligman, M.E.P. (1986). Learned helplessness in children: A longitudinal study of depression, achievement, and explanatory style. *Journal of Personality and Social Psychology*, 51, 435-442.

Week 5
February 20th Social Cognitive Theory and Self-Efficacy

Readings

- Chapter 4 in Pintrich & Schunk (2002)
- Dweck, C.S., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.

Week 6
February 27th Goals, Goal Orientations, and Goal Structures

Readings

- Chapter 5 in Pintrich & Schunk (2002).
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Covington, M. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology* 51, 171-200.
- Harackiewicz, J. M., Barron, K. E., Pintrich, P. R., Elliot, A. J., & Thrash, T. M. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology*, 94(3), 638-645
- Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
- Urduan, T. (1997). Achievement goal theory: Past results, future directions. In M.L. Maehr & P.R. Pintrich (Eds.), *Advances in motivation and achievement, Volume 10* (pp. 99 – 141), Greenwich, CT: JAI Press Inc.

Week 7
March 6th SPRING BREAK! Rest, Recreate, Read, Research, Write....

Week 8
March 13th Intrinsic Motivation and Self-Determination

DUE: Abstract and outline of final paper

Readings

Chapter 6 in Pintrich & Schunk (2002)

Deci, E., & Ryan, R. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Academic Press (pp. 8-40; 113-148; 245-271).

Connell, J.P., & Wellborn, J.G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In M.R. Gunnar & L.A. Sroufe (Eds.), *Self-processes in development: Minnesota Symposium on Child Psychology* (Vol. 23, pp. 43-77). Hillsdale, NJ: Erlbaum.

Ryan, R.M. & La Guardia, J. (1999). Achievement motivation within a pressured society: Intrinsic and extrinsic motivations to learn and the politics of school reform. In T. Urdan (Ed.), *Advances in motivation and achievement: Volume 11: The role of context* (pp. 45-86). Stamford, CT: JAI Press.

Week 9

March 20th

Interest and Affect in Motivation

Readings

Chapter 7 in Pintrich & Schunk (2002)

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience* (Chapter 4: The Conditions of Flow, pp. 71-93). New York: HarperCollins.

Week 10

March 27th

Teacher and Classroom Influences

Readings

Chapter 8 in Pintrich & Schunk (2002)

Nucci, L.P. (2001). *Education in the moral domain* (Creating a moral atmosphere, pp. 141-168). Cambridge, MA: Cambridge University Press.

Solomon, D., Battistich, V, Dong-il K., & Watson, M. (1997). Teacher practices associated with students' sense of the classroom as a community. *Social Psychology of Education, 1*, 235-267.

Stephens, J. M., & Roeser, R. W. (2003, April 25). *Quantity of motivation and qualities of classrooms: A person-centered comparative analysis of cheating in high school*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL

Week 11

April 6th

Annual Meeting of the AERA in San Francisco

Peer Review of First Drafts

Week 12
April 13th

The Role of Schools

Readings

Chapter 9 in Pintrich & Schunk (2002)

Eccles, J.S. & Roeser, R.W. (1999). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), *Developmental Psychology: An Advanced Textbook. Second Edition* (pp. 503-554). Hillsdale, NJ: Erlbaum.

Entwistle, D.R., & Hayduk, L.A. (1988). Lasting effects of elementary school. *Sociology of Education*, 61, 147-159.

Maehr, M.L., & Midgley, C. (1991). Enhancing student motivation: A school-wide approach. *Educational Psychologist*, 26, 399-427.

Roeser, R.W., Midgley, C.M., & Urdan, T.C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88, 408-422.

Roeser, R.W., Eccles, J.S., & Sameroff, A.J. (2000). School as a context of social-emotional development: A summary of research findings. *Elementary School Journal*, 100, 443-471.

Week 13
April 20th

Sociocultural Influences: Nested Contexts

Peers, family, communities, and cultures

Readings

Chapter 10 in Pintrich & Schunk (2002)

Evans, G.W. (2004). The environment of childhood poverty. *American Psychologist*, 59, 77-92.

Roeser, R. W., & Galloway, M. G. (2002). Studying motivation to learn in early adolescence: A holistic perspective. In T. Urdan & F. Pajares (Eds.), *Academic motivation of adolescents: Adolescence and Education, Volume II* (pp. 331-372). Greenwich, CT: Information Age Publishing.

Davidson, A.L. & Phelan, P. (1999). Students' multiple worlds: An anthropological approach to understanding students' engagement with school. In Urdan, T.C. (Ed.) *Advances in motivation: The role of context, Volume 11* (pp.233-273). Stamford, CT: JAI.

Lucas, T., Henze, R., Donato, R. (1990). Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools. *Harvard Educational Review*, 60, 315-340.

Meece, J.L. & Kurtz-Costes, B. (2001). Introduction: The schooling of ethnic minority children and youth. *Educational Psychologist*, 36, 1-7.

Fordham, S. & Ogbu, J.U. (1986). Black students and school success: "Coping with the burden of 'acting white'". *The Urban Review*, 18, 176-206.

Arroyo, C.G. & Zigler, E. (1995). Racial identity, academic achievement, and the psychological well-being of economically disadvantaged adolescents. *Journal of Personality and Social Psychology*, 69, 903-914.

- Lee, S.J. (1994). Beyond the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students. *Anthropology & Education Quarterly*, 25, 413-429.
- Mastute-Bianchi, M.E. (1986). Ethnic identity and patterns of school success and failure among Mexican-descent and Japanese American students in a California high school: An ethnographic analysis. *American Journal of Education*, 95, 233-255.
- Kao, G. & Tienda, M. (1995). Optimism and achievement: The educational performance of immigrant youth. *Social Science Quarterly*, 76, 1-19.
- Portes, P. (1996). Ethnicity and culture in educational psychology. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 331-344 only). NY: Simon & Schuster Macmillan.

Week 14
April 27th

Proposals and Presentations

Students Present Final Projects and Complete Course Evaluations

FINAL PAPERS ARE DUE BY MIDNIGHT ON MONDAY MAY 1, 2006.

Additional (Optional) Readings

Alexander, P. A. (1995). Superimposing a situation-specific and domain specific perspective on an account of self-regulated learning. *Educational Psychologist, 30*, 189-194.

Alexander, P. A. (2000). Motivation and the educational process [Special Issue]. *Contemporary Educational Psychology, 25*(1).

Anderman, E. M., & Maehr, M. L. (1994). Motivation and schooling in the middle grades. *Review of Educational Research, 64*, 287-310.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A.

Bandura, (Ed.). *Self-efficacy in changing societies* (pp. 1-45). New York: Cambridge University Press.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*, 497-529.

Butler, R., & Neuman, O. (1995). Effects of task and ego achievement goals on help-seeking behaviors and attitudes. *Journal of Educational Psychology, 87*, 261-271.

Corno, L. (1995). Comments on Winne: Analytic and systemic research are both needed. *Educational Psychologist, 30*, 201-206.

Elliot, A. (1997). Integrating the “classic” and the “contemporary” approaches to achievement motivation. A hierarchical model of approach and avoidance motivation. In M.L. Maehr & P.R. Pintrich (Eds.), *Advances in motivation and achievement* (Vol. 10, pp. 143-179). Greenwich, CT: JAI Press.

Flammer, A. (1995). Developmental analysis of control beliefs. In A. Bandura, (Ed.). *Self-efficacy in changing societies* (pp. 69-113). New York: Cambridge University Press.

Fulgini, A. & Tseng, V. (1999). Family obligation and the academic motivation of adolescents from immigrant and American-born families. In T. Urdu (Ed.), *Advances in motivation and achievement, Volume 11: The role of context* (pp. 159-183). Stamford, CT: JAI Press.

Graham, S. (1996). How causal beliefs influence the academic and social motivation of African-american children. In G. G. Brannigan (Ed.) *The enlightened educator: Research adventures in the schools* (pp. 111-126). New York: McGraw-Hill.

Graham, S. (1994). Motivation in African Americans. *Review of Educational Research, 64*, 55-117.

- Graham, S. (1995). Narrative versus meta-analytic reviews of race differences in Motivation. *Review of Educational Research, 65*, 509-514.
- Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal, 31*, 645-674.
- Kagan, S. (1992). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers.
- Lepper, M. (1995, August). *Intrinsic motivation and the process of learning*. Paper presented at the American Psychological Association, New York.
- Lowenstein, G. (1994). The psychology of curiosity: A review and reinterpretation. *Psychological Bulletin, 117*, 75-98.
- Neuman, R. S., & Schwager, M. T. (1995). Students' help seeking during problem solving: Effects of grade, goal, and prior achievement. *American Educational Research Journal, 32*, 352-376.
- Nicholls, J. G., Nelson, J. R., Gleaves, K. (1995). Learning facts versus learning that most questions have many answers: Students evaluations of contrasting curricula. *Journal of Educational Psychology, 87*, 253-260.
- Olsen, L. (1997). *Made in America : Immigrant students in our public schools* (pp. 9-90). New York: New Press: W.W. Norton.
- Pope, D. (2001). *"Doing school": How we are creating a generation of stressed out, materialistic, and miseducated students*. New Haven, CT: Yale University Press.
- Pressley, M. (1995). More about the development of self-regulation: complex, long-term, and throughly social. *Educational Psychologist, 30*, 207-212.
- Raffini, J. P. (1996). *150 ways to increase intrinsic motivation in the classroom*. Boston: Allyn & Bacon.
- Rosenthal, R. (1995). Critiquing Pygmalion: A 25-year perspective. *Current Directions in Psychological Science, 4*, 171-172.
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. New York: Academic Press.
- Suarez-Orozco, C. & Suarez-Orozco, M.M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.
- Snow, R. E. (1995). Pygmalion and intelligence. *Current Directions in Psychological Science, 4*, 169-171.

Snow, R.E. , Corno, L., & Jackson, D. (1997). Individual differences in affective and conative functions. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 243-310). New York: Macmillan.

Stipek, D.J. (1996). Motivation and instruction. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 85-113). NY: Simon & Schuster Macmillan

Thorkildsen, T. A., Nolen, S. B., & Fournier, J. (1994). What is fair? Children's critiques of practices that influence motivation. *Journal of Educational Psychology*, *86*, 475-486.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*, 202-248.

Vispoel, W. P. & Austing, J. R. (1995). Success and failure in junior high school: A critical incident approach to understanding students' attributional beliefs. *American Educational Research Journal*, *32*, 377-412.

Webb, N., & Palincsar, A. (1997). Group processes in the classroom. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 841-873). New York: Macmillan.

Weiner, B. (1994). Ability versus effort revisited: The moral determinants of achievement evaluation an achievement as a moral system. *Educational Psychologist*, *29*, 163-172.

Weiner, B. (1994). Integrating social and persons theories of achievement striving. *Review of Educational Research*, *64*, 557-575.

Winne, P. H. (1995). Inherent details in self-regulated learning. *Educational Psychologist*, *30*, 173-188.

Zeidner, M. (1995). Adaptive coping with test situations. *Educational Psychologist*, *30*, 123-134.

Zimmerman. B. J. (1995). Self-efficacy and educational development. In A. Bandura, (Ed.). *Self-efficacy in changing societies* (pp. 202-231). New York: Cambridge University Press