

Course: **Motivational Foundations for Education** (EPSY 4061)

Monday 8-10:30 p.m., GUC, Rm. A1660

Instructor: Lynn McBrien (jlmcbrien@comcast.net)

Texts: Stipek, Deborah, *Motivation to Learn* (Allyn & Bacon, 1998)

Csikszentmihalyi, Mihaly, *Flow: The Psychology of Engagement with Everyday Life* (Basic Books, 1997)

Any additional readings will be distributed in class.

Office hours: TBA, probably Monday afternoons prior to class.

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**Course description:** In this course we will examine the major theories of motivation and ways in which they have contributed to our beliefs about teaching and learning. In discussing the theories, we will consider ways in which the principles can inform your own practices in teaching and training others.

**Course objectives:** At the conclusion of the course, you should be able to

1. identify major theories and approaches in the field of self-study and motivation and describe their implications for education and training;
2. describe key issues and controversies in motivation theory and research;
3. apply the principles and concepts of motivation theories to identify, analyze, and solve problems that you will encounter as students, teachers, parents, employees, consumers, and citizens;
4. appreciate the role played by gender and ethnicity;
5. evaluate the application of motivation theory concepts to practice; and
6. think contextually about psychological concepts.

**Class Requirements:**

The syllabus explains written and oral assignments for the course. Additionally, of course, it is important to attend class, as attendance and participation count, and in-class activities cannot be made up. I do realize that extenuating circumstances arise: illness, travel for work, and the like. EMAIL ME as soon as you know you will not be in class. If necessary, you may be able to email me a written assignment, though I prefer receiving them in print.

Monday evenings will quickly become dull and tedious if you choose not to add to the discussion – and the silence will become unbearable. Seriously, you will get out what you put in, and your insights will not only inform my own thoughts about the topics we will cover, but also the thoughts of your fellow students. Do come to class having read the assignments and prepared to discuss, question, analyze, and evaluate the ideas presented.

You can go to WebCT to get an extra copy of the syllabus or any handouts or web links you need for class. I will also post Power Point presentations after we have used them in class. These will all serve to remind you of key points covered in classes.

**Criteria for written papers:** Many of your papers for this class will allow you to include your personal experiences and observations. When you do this, remember to be specific, articulate, and particular with your reason for including the personal narrative.

When asked to analyze or evaluate, remember to *be specific*. Also remember, *a summary is not an analysis*. If you are not sure of the difference, check a good book on writing styles, talk with me, or ask a tutor. If you submit a summary for a critique, the paper will not receive the credit you hope for.

"A" papers make solid associations between ideas and experiences. They offer insight into the concepts being explored. They offer new ideas or new perspectives on old ideas. It is assumed and expected that your papers will

- a. demonstrate a command of grammar and mechanics.
- a. include a thesis, well-developed paragraphs, and smooth coherence as you move from one idea to the next.
- b. substantiate your opinions with examples.
- c. be handed in only after careful proofreading and with errors cleanly corrected on the final copy.

**Format for papers:** Typed, double-spaced, left-justified, 11 or 12 point Times New Roman font, carefully proofread. Please write your name *on the back page* of the last sheet (do NOT type it on the front), and staple the pages together.

**Grading:**

Final Presentation	50 points (15 prep, 35 final)	182+	A
Written assignments	90 points (30 each)	162-181	B
Chapter presentation	30 points	142-161	C
Class activities, participation (including WebCT), and attendance	30 points		

**A note on academic honesty:** The UGA Honor Code states, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." It's a sad comment when we think grades are more important than our own learning. Cognitive theories even include the notion of the importance of mistakes in the learning process, so don't be afraid to make some.

UGA has a section on the Web about academic honesty, at [http://www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm). If you are unsure about, for example, the finer points of plagiarism, *ask*. As you will see by the flowchart of procedures for academic dishonesty, it is not someplace you want to find yourself.

## ASSIGNMENTS

### Date due      Assignment

- Jan 31/Feb 7    You will be responsible, by yourself or with a partner to present a chapter or part of a chapter of Csikszentmihalyi's *Finding Flow*. Assume that everyone has read it, so you do NOT need to summarize. Instead, consider the main points in your selection and guide the class through the importance and the implications. *Motivate* the class to learn about it with you!
- February 7      After exploring concepts of the self by Freud, Erikson, Maslow (online), and Csikszentmihalyi, consider their ideas as you write an essay answering the question, Who are you? Consider your physical, emotional, intellectual, and social self. Identify the most salient features of your self. Are you happy with who you are? What, if anything, would you change? Do you think you can change what you might want to change? Why/why not/how? If appropriate, include experiences that have influenced your sense of self.
- February 28     Consider the theories we have studied thus far, and use them to analyze someone in your life: your spouse, significant other, child, a friend, a co-worker. Use appropriate concepts in any/all of the theories and examples that justify the concepts that you use. What suggestions would you make to increase the motivation/achievement of this person?
- March 28        Apply goal theory to yourself. What are your goals? How do they motivate you? Are there ways in which they stifle your motivation? Analyze the actions you take towards achieving your goals and evaluate whether they are sufficient or if there are steps you need to make to increase the likelihood that you achieve your goals.
- April             Depending on the final size of the class, you will have 20-25 minutes for a final presentation. You may want to look ahead in the texts at ideas in order to give yourself time to prepare. I want you to find sources outside what we have used in class to extend a topic we have discussed or introduce a new concept in motivation that we have not discussed. You can use power point, handouts, overheads, activities, whatever you think will most motivate the class to be attentive to your topic. You are responsible for holding yourself to the time limit and saving some time for questions! OR You can choose to write an 8-10 page research paper in lieu of doing a presentation.  
For either of these options, there will be due dates throughout the semester for handing in your topic/research question, annotated list of resources, and an outline.

<b>Motivational Foundations of Education Weekly Outline</b>		
<b>DATE</b>	<b>CLASS</b>	<b>ASSIGNMENT</b>
<b>Jan 10</b>	Intro–thinking about psychology; intro to the self	--
<b>Jan 17</b>	Happy Martin Luther King Day!	
<b>Jan 24</b>	Exploring the self – Meet Sigmund and Abraham (with a bit of James thrown in, for good measure)	Freud, Erikson, Maslow web exploration; Stipek, ch. 1
<b>Jan 31</b>	Csikszentmihalyi, <i>Finding Flow</i> , chapters 1-5	Presentations (1)
<b>Feb 7</b>	Csikszentmihalyi, <i>Finding Flow</i> , chapters 6-9	Presentations (1); Self essay (2)
<b>Feb 14</b>	Rewards and punishments; Is praise a good thing?	Stipek, ch. 3; Chance & Kohn articles
<b>Feb 21</b>	Social cognition/Self-efficacy. How does self-efficacy differ from self-concept and self-esteem? Gender differences in perceived abilities	Stipek, chs. 4 & 6 Topic/research question for final due
<b>Feb 28</b>	Expectancy and attribution theories	Stipek, ch. 5 Essay: Applying theories (3)
<b>Mar 7</b>	Mastery and competence	Stipek, ch. 8
<b>Mar 14</b>	Happy Spring Break!	
<b>Mar 21</b>	Goal theory; expectancy revisited	Stipek, ch. 9; Bibliography due
<b>Mar 28</b>	Achievement anxiety	Stipek, ch. 12; Essay: Goals (4)
<b>Apr 4</b>	Maximizing Motivation	Stipek, ch. 11; Outline due
<b>Apr 11</b>	Lynn at AERA – Happy day off!	
<b>Apr 18</b>	Communicating Expectations	Stipek, ch. 13
<b>Apr 25, May 2</b>	Final presentations	