

**Course ID:** EPSY 4061

**Title:** Motivational Foundations for Education

**Description:** Psychological theory, research, and principles of motivation are applied to all aspects of instruction. Motivational constructs, such as intrinsic and extrinsic motivation, are considered in a variety of formal and informal educational settings. Emphasis is on motivational principles for achievement in these settings.

[Syllabus Information Approved and Submitted to UCC](#)

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- [COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES](#)

1. Be knowledgeable of the basic theories and research in motivation;
2. Be familiar with the basic terminology used in motivation research and be able to use that terminology for effective interpretation of relevant documents and effective communication regarding psychology;
3. Be able to establish the reason a particular experiment would provide insight into a particular psychological process from a particular point of view;
4. Be able to identify the source of specific theoretical statements regarding motivation and be able to assess the importance of the statements for specific research programs;
5. Be able to assess the place of a particular development in the field and identify which theories it may impact; and
6. Be able to interpret psychological phenomena from the various perspectives studied in the course.
7. Explain how various motivational theories developed within specific historical contexts; critically evaluate various theories in relation to empirical research results
8. Develop and apply testable hypotheses based on a motivational theory for a research project communicate, orally and through written work, the results of your thinking and research
9. Work collaboratively with others to investigate specific applied problems related to human motivation

- [TOPICAL OUTLINE](#)

1. Learner Motivation: The Instructor's Perspective

2. Establishing Your Learning Environment as a Community
3. Supporting Learners' Confidence as Learners
4. Rebuilding Discouraged Learners' Confidence to Learn
5. Providing Extrinsic Incentives
6. Connecting with Learners' Intrinsic Motivation
7. Stimulating Learners' Motivation to Learn
8. Socializing Uninterested or Alienated Learners
9. Adapting to Group and Individual Differences in Learners' Motivational Patterns
10. Looking Back and Ahead: Integrating Motivational Goals into Your Planning and Teaching

- **UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY**

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). Every course syllabus should include the instructor's expectations related to academic integrity.

All policies (e.g., regarding academic honesty) in the Student Handbook apply.