

## Course Outline

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### **Part I**

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Motivation for Learning and Teaching
<b>Course Code</b>	: EPC8179
<b>Department</b>	: Psychology
<b>Credit Points</b>	: 3
<b>Course Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 8

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### **Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

- 6. Ethical Decision Making
- 7. Global Perspectives

**1. Course Synopsis**

Achievement motivation has long been considered by psychologists and educators as one of the dominant factors that affects student learning and performance. This module is designed to help students embark on an advanced study into the theoretical framework underlying achievement motivation, including behavioural, humanistic and social-cognitive theories. Through the study, the students will develop a deep level understanding in the theories, research and application of achievement motivation in the education setting while recognizing how the theories have become powerful explanations on children and adolescent learning and performance. Students will develop critical perspectives into the relevance and applicability of the theories for improving learning and teaching. On completing the module, students are encouraged to develop further their own research agenda in relation to the theoretical framework and empirical research findings in this area.

**2. Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Develop an understanding of the theoretical framework of motivation;
- CILO<sub>2</sub> Critically evaluate the strengths and weaknesses of motivation theories;
- CILO<sub>3</sub> Apply the principles and concepts of motivation to explain learning and teaching issues.

**3. Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Key concepts in motivation: Theoretical framework underlying achievement motivation; Attribution theory; Goal orientation theory: performance, mastery and social goals; Self-concept and self-efficacy; Motivation and culture	CILO <sub>1-2</sub>	An integrated approach of: Lecture, student presentation, class discussion, posting and discussion on Moodle
Applications to teaching: Implication and application of motivational theories in education setting	CILO <sub>3</sub>	An integrated approach of: class discussion, posting and discussion on Moodle, feedback to fellow student presentation, and critique of the literature

**4. Assessment**

<b>Assessment Tasks</b>	<b>Weighting (%)</b>	<b>CILO</b>
(a) <b>Seminar Presentation</b> Students are required to conduct a seminar presentation based on course readings. The presentation should analyse what motivation theories/concepts have been learned from the reading, and how this knowledge can be applied to learning and teaching contexts.	20%	CILO <sub>1,3</sub>
(b) <b>Case Analysis</b> Students are required to critically analyse, and write a critical report on a case with 900-1,200 words during the course on the application of motivation theories to learning and teaching. In the report, students will apply theories learned in the course to the case.	30%	CILO <sub>1-3</sub>
(c) <b>Literature Review</b> Students are required to write a literature review of around 1,500 words on a selected topic in achievement motivation, demonstrating a critical understanding, application, analysis and synthesis of relevant key concepts involved.	50%	CILO <sub>1-3</sub>

**5. Required Text(s)**

Nil

**6. Recommended Readings**

- Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning* (3<sup>rd</sup> ed.). New York: Routledge.
- Anderman, E. M., & Anderman, L. H. (2014). *Classroom motivation* (2<sup>nd</sup> ed.) Boston: Pearson Education.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(2), 1–26.
- Bartels, J. M., Magun-Jackson, S., & Ryan, J. J. (2010). Dispositional approach-avoidance achievement motivation and cognitive self-regulated learning: The mediation of achievement goals. *Individual Differences Research*, 8(2), 97-110.
- Boekaerts, M. (2002). *Motivation to learn*. Geneva: International Bureau of Education.
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology*, 54(2), 199-231.
- Brier, N. (2006). *Enhancing academic motivation: In intervention program for young adolescents*. Illinois: Research Press.
- Brophy, J. E. (2004). *Motivating students to learn*. Mahwah, N. J.: Lawrence Erlbaum Associates.

- Dowson, M., & McInerney, D. M. (2003). What do students say about their motivational goals?: Towards a more complex and dynamic perspective on student motivation. *Contemporary Educational Psychology, 28*, 91-113.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist, 41*, 1040-1048.
- Elliot, A. J., & Murayama, K. (2008). On the measurement of achievement goals: Critique, illustration, and application. *Journal of Educational Psychology, 100* (3), 613-628.
- Hartman, H. J. (Ed.) (2001). *Metacognition in learning and instruction: Theory, research and practice*. Dordrecht, Netherlands: Kluwer Academic Publishers.
- Kaplan, A., & Maehr, M. L. (2007). The contributions and prospects of goal orientation theory. *Educational Psychology Review, 19* (2), 141-184.
- McInerney, D. M. (2008). The motivational roles of cultural differences and cultural identity in self-regulated learning. In D. H. Schunk, & B. J. Zimmerman, (Eds.). *Motivation and self-regulated learning: Theory, research, and applications* (Chapter 14). New York: Lawrence Erlbaum Associates.
- Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology, 57*, 487-503.
- Pajares, F. (2008). Motivational role of self-efficacy beliefs in self-regulated learning. In D. H. Schunk, & B. J. Zimmerman, (Eds.). *Motivation and self-regulated learning: Theory, research, and applications* (Chapter 5). New York: Lawrence Erlbaum Associates.
- Pintrich, P. R., & Schunk, D.H. (2002). *Motivation in education: Theory, research, and applications*. N.J.: Merrill.
- Salili, F. & Lai, M. K. (2003). Learning and motivation of Chinese students in Hong Kong: A longitudinal study of contextual influences on students' achievement orientation and performance. *Psychology in the Schools, 40*(1), 51-70.
- Salili, F., & Hoosain, R. (Eds.) (2007). *Culture, motivation, and learning: A multicultural perspective*. Charlotte, N.C.: Information Age Publishing.
- Schunk, D. H., Meece, J., & Pintrich, P. R. (2014). *Motivation in education, theory, research, and applications* (4<sup>th</sup> ed.). Boston: Pearson.
- Schunk, D. H. & Zimmerman, B. J. (Eds.) (2008). *Motivation and self-regulated learning: Theory, research, and applications*. New York: Lawrence Erlbaum Associates.
- Waters, H. S., & Schneider, W. (Eds.) (2010). *Metacognition, strategy use, and instruction*; foreword by John G. Borkowski. New York: Guilford Press.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review, 92*, 548-573.

Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes. *Developmental Review, 30*, 1–35.

Zimmerman, B. J. & Schunk, D. H. (2001) *Self-regulated learning and academic achievement*. Mahwah, N.J.: Lawrence Erlbaum Associates.

### References in Chinese

Lehmann, I. 著，賓靜蓀譯（2008）：《學習動機》，台北市，天下雜誌股份有限公司。

Zimmerman, B.J. & Schunk, D.H. 著，陳嘉皇譯（2003）：《自我調整學習：教學理論與實務》，台北市，心理出版社股份有限公司。

張春興（2005）：《教育心理學，三化取向的理論與實踐》，台北，東華書局。

蔣京川（2004）：《成就目標定向與班級動機氛圍、學習策略、學業成績的關係研究》，華中師範大學碩士學位論文，頁 1-63。

龐維國（2003）：《自主學習：學與教的原理和策略》，上海市，華東師範大學出版社。

龔艷（2005）：成就目標定向理論及其教育啟示，《上海教育科研》，6，頁21-23。

## 7. Related Web Resources

<http://www.antimoon.com/how/lovelearn.htm>

<http://www.selfdirectedlearning.com/index.html>

ProQuest

PsycINFO

Scopus

Education Research Information Centre

中國期刊全文數據庫

## 8. Related Journals

*American Psychologist*

*Annual Review of Psychology*

*British Educational Research Journal*

*British Journal of Educational Psychology*

*Child Development*

*Contemporary Educational Psychology*

*Developmental Psychology*

*Educational Psychology*

*Educational Psychology Review*

*Educational Researcher*

*Instructional Science*

*International Journal of Lifelong Education*

*Journal of Educational Psychology*

*Learning and Instruction*

*Learning and Motivation*

*Metacognition and Learning*

More selected papers from international refereed journals will be recommended during the course.

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil