



**UNSW**

## UNSW Course Outline

# EDST2044 Motivation in Learning and Teaching - 2024

Published on the 12 May 2024

## General Course Information

**Course Code :** EDST2044

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Education

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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 motivation in their own lives, with an emphasis on learning and educational settings. It also supports teachers to apply a range of practical strategies and techniques in their own pedagogy.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate an understanding of contemporary perspectives on motivation
CLO2 : Apply motivational theories to learning and teaching situations

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate an understanding of contemporary perspectives on motivation	<ul style="list-style-type: none"><li>• Reflection</li><li>• Annotated Lesson Plans</li></ul>
CLO2 : Apply motivational theories to learning and teaching situations	<ul style="list-style-type: none"><li>• Reflection</li><li>• Annotated Lesson Plans</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

### Rationale

The major focus of this course is an introduction to motivation in the way it is defined in contemporary educational psychological theory and related research. The perspectives that are discussed are chosen because they are theoretically sound, empirically verified and have implications for learning and teaching.

### Teaching Strategies

Students will be presented with information about major theories of motivation, their empirical evidence, and implications for schools and strategies to guide and inform their pedagogical practices. Discussions and practical learning activities will play a key role in developing students' thinking about how the theories might be applied to various educational contexts.

## Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
3.3.1	Include a range of teaching strategies.	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflection Short Extension: Yes (7 days)	40%	Due Date: 15/07/2024 05:00 PM
Annotated Lesson Plans Short Extension: Yes (7 days)	60%	Due Date: 05/08/2024 05:00 PM

## Assessment Details

### Reflection

#### Assessment Overview

1500 words (not including references). Students will receive a mark and written feedback within 10 working days.

#### Course Learning Outcomes

- CLO1 : Demonstrate an understanding of contemporary perspectives on motivation
- CLO2 : Apply motivational theories to learning and teaching situations

#### Detailed Assessment Description

##### Reflection

- Reflecting on your school or work experiences, consider an inspirational teacher/mentor/boss. Describe TWO strategies this teacher/mentor/boss has used to motivate their students or workers (500 words).
- Read the article: Ryan, R. M., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Reflecting on the Ryan and Deci article, describe TWO strategies a high school teacher could use to promote the psychological needs of autonomy OR competence OR relatedness in students. **These must be different to the strategies described in the first reflection** (1000 words).

## Assessment Length

1500 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST2044 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Reflection</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of motivation in relation to both reflection questions</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Description of strategies</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Understanding of the set reading</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriateness of overall structure</li><li>• Clarity and coherence of organisation</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Use of academic language with clarity and coherence</li><li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences)</li><li>• Appropriate sentence structure</li><li>• Appropriate use of APA (7th) referencing and citation conventions</li><li>• Word count is within 10% of the 1500-word limit</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 40%</li></ul>
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an

assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## Annotated Lesson Plans

## Assessment Overview

2500 words (not including lesson plans, resources and references). Students will receive a mark and written feedback within 10 working days.

## Course Learning Outcomes

- CLO1 : Demonstrate an understanding of contemporary perspectives on motivation
- CLO2 : Apply motivational theories to learning and teaching situations

## Detailed Assessment Description

### Annotated Lesson Plans

The final assessment is an opportunity for you to consolidate all the knowledge you have gained in the course and to showcase it in two Annotated Lesson Plans that demonstrate your understanding and application of motivation. The Annotated Lesson Plans should integrate two motivational topics covered in the course. The Annotated Lesson Plans should include the following components:

- A brief overview and introduction
- Two detailed lesson plans (these lesson plans are not included in the word count)
- An explanation of how your lessons and resources explicitly link to the two motivational topics you have chosen
- Resources you would use in your lessons to enhance them and align them to your motivational topics (these resources are not included in the word count)
- You are expected to use at least 7 references from a range of resources including peer reviewed journal articles, book chapters, websites. These should be dated from the year 2000 and onwards. Seminal references dated prior to this can also be used.

## Assessment Length

2500 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST2044 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Annotated Lesson Plans</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Demonstrates a clear understanding of the chosen motivational topics</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Explicit integration of selected motivational topics into annotated lesson plans</li><li>• Insightful explanation of links between lessons and chosen motivational topics</li><li>• Appropriate use of resources to enhance lessons</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Use of relevant research to support arguments or positions</li><li>• Inclusion of citations from relevant literature to support the arguments that are dated from 2004 onwards (and older where appropriate e.g., seminal research)</li><li>• Appropriateness of the citations</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Logical, clear, and coherent presentation of annotated lesson plans</li><li>• Excellent flow of the overall structure and writing</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Use of academic language with clarity and coherence</li><li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences)</li><li>• Appropriate sentence structure</li><li>• Appropriate use of APA (7th) referencing and citation conventions</li><li>• Word count is within 10% of the 2500-word limit</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 60%</li></ul>
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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## General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	• Introduction to course, requirements, and motivation
Week 2 : 3 June - 9 June	Lecture	• Self-determination Theory: Intrinsic and Extrinsic Motivation
Week 3 : 10 June - 16 June	Lecture	• Self-determination Theory: Autonomy and Competence
Week 4 : 17 June - 23 June	Lecture	• Self-determination Theory: Relatedness and Belonging
Week 5 : 24 June - 30 June	Lecture	• Growth Mindset
Week 6 : 1 July - 7 July	Homework	• Flexibility Week
Week 7 : 8 July - 14 July	Lecture	• Goals
Week 8 : 15 July - 21 July	Lecture	• Self-Regulation
Week 9 : 22 July - 28 July	Lecture	• Engagement
Week 10 : 29 July - 4 August	Lecture	• Course revision and wrap up

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course

convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

# Course Resources

## Prescribed Resources

All students are expected to access the course Moodle site and their emails regularly for course materials, information and announcements. See Moodle for complete list of readings.

### Readings

- 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.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59-109.
- 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.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- Liem, G. A. D., & Martin, A. J. (2012). The motivation and engagement scale: Theoretical framework, psychometric properties, and applied yields. *Australian Psychologist*, 47, 3-13.
- 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.
- Quin, D. (2017). Longitudinal and contextual associations between teacher-student relationships and student engagement: A systematic review. *Review of Educational Research*, 87, 345-387.
- 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: Guilford 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.

- 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.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Ellen Lee		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community

- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### Use of AI for assessments | UNSW Current Students

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,

- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>