



**UNSW**

## UNSW Course Outline

# EDST5321 Motivation in Educational Settings - 2024

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## General Course Information

**Course Code :** EDST5321

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**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 :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

What makes students want to achieve highly and engage deeply in learning? What makes students want to study certain subjects over others? What makes anyone want to do anything at all? In this course, you will investigate questions such as these to understand the role of

motivation in how people learn. Topics include values, beliefs, flow, choice, rewards, punishment, and passion, and how they can be harnessed to create learning and wellbeing among teachers, their students, and their leaders in educational settings.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain why people do what they do and how this relates to educational settings
CLO2 : Apply motivational theory and research to educational settings
CLO3 : Use strategies to create motivation and engagement in educational workplaces and learning environments.

Course Learning Outcomes	Assessment Item
CLO1 : Explain why people do what they do and how this relates to educational settings	<ul style="list-style-type: none"><li>• Annotated bibliography</li><li>• Motivation report</li></ul>
CLO2 : Apply motivational theory and research to educational settings	<ul style="list-style-type: none"><li>• Annotated bibliography</li><li>• Motivation report</li></ul>
CLO3 : Use strategies to create motivation and engagement in educational workplaces and learning environments.	<ul style="list-style-type: none"><li>• Motivation report</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Learning and Teaching in this course

### Teaching Strategies

Teaching strategies and course content are based on applications of a broad range of motivational perspectives. Students will engage with various course materials independently to build a base of knowledge before the course begins. Classes will focus on the collective expertise of the class and their experience in educational settings to learn about strategies that work, using a range of explicit instruction, group discussions, and short presentations.

## Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.3	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of students.	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1, 2
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	2
3.5.2	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement, and achievement.	1, 2
4.2.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	1
4.4.3	Initiate and take responsibility for implementing current school and/or system, curriculum, and legislative requirements to ensure student wellbeing and safety.	1, 2

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated bibliography Assessment Format: Individual	50%	Due Date: Part 1: Thursday 7 March, 5pm; Part 2: Thursday 28 March, 5pm
Motivation report Assessment Format: Individual	50%	Due Date: 22/04/2024 05:00 PM

### Assessment Details

#### Annotated bibliography

##### Assessment Overview

Task 1: Annotated bibliography

Length: 2500 words

Qualitative and quantitative feedback provided online through course website within 10 days of submission.

##### Course Learning Outcomes

- CLO1 : Explain why people do what they do and how this relates to educational settings
- CLO2 : Apply motivational theory and research to educational settings

### Detailed Assessment Description

- Present an annotated bibliography of sources provided including some of your choosing. The purpose of the annotated bibliography is to acquaint you with the elementary aspects of motivation and the literature associated with motivation in educational settings.
- The annotated bibliography is completed in two separate parts, so that feedback from the first part can help you complete the second part.

A full guide to completing this assessment will be provided in class time and on Moodle.

### Assessment Length

2500 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

EDST5321 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated Bibliography

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• Was the subject matter correct?</li><li>• Was the substance of the article/text described and accurately?</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Was there any attempt to synthesise the various sources or points of view in the research?</li><li>• Was there any evaluation or critique of evidence or argument to support claims made in the literature?</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Were any additional references made to education, psychology, or motivation literature?</li><li>• Were the sources provided from the course and/or an appropriate selection of other sources?</li><li>• Were connections made between different reference sources provided?</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Was the material summarised effectively rather than simply being abstracted?</li><li>• Were the annotations presented in the requested format?</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• Is the level of academic English expression appropriate?</li><li>• Were the references in APA format?</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
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.	

### 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.

## **Motivation report**

### Assessment Overview

Task 2: Motivation report

Length: 2500 words

Qualitative and quantitative feedback provided online through course website within 10 days of submission.

### Course Learning Outcomes

- CLO1 : Explain why people do what they do and how this relates to educational settings
- CLO2 : Apply motivational theory and research to educational settings
- CLO3 : Use strategies to create motivation and engagement in educational workplaces and learning environments.

### Detailed Assessment Description

- Report to a school, sector, district, government department, or other organisation based on your analysis of its policies, strategies, practices, or curriculum.
- Your source information could be based on a school's discipline policy, interviews with a senior staff member at a school or a curriculum officer, school communications, or other school official or policy documents.
- The report should be written as though you are a consultant for the school.

A full guide for completing this assessment will be provided during class time and on Moodle.

### Assessment Length

2500 words

### Assessment information

RUBRIC/FEEDBACK SHEET

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## Assessment Task 2: Motivation Report

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• Good understanding of the history, structure, definitions, and development of self-determination theory</li> <li>• Competent analysis of the school/organisation's policy or approach</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• Synthesis among the sources and understanding of different types of evidence presented in the literature. Synthesis of various sources and their criticisms</li> <li>• Use of various sources of information from the school/organisation regarding policies (e.g., policy documents as well as actual practice)</li> </ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> <li>• Appropriate number of references used (at least 10)</li> <li>• Familiarity with the key texts in the theory as well as reports of empirical studies</li> <li>• Understanding of quality sources</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• Report follows a logical structure</li> <li>• Information is presented in a way that most efficiently and effectively communicates the message appropriate to its audience</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• Appropriate register for academic/professional English</li> <li>• Appropriate layout for presentation to a school or educational leader</li> <li>• References cited appropriately</li> </ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 50%
<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 : 12 February - 18 February	Seminar	<ul style="list-style-type: none"><li>• Introduction to the course</li><li>• The landscape of motivation research, theory, and practice</li><li>• Why motivation is so important</li></ul>
Week 3 : 26 February - 3 March	Seminar	<ul style="list-style-type: none"><li>• Self-determination theory as a framework for understanding motivation</li></ul>
Week 5 : 11 March - 17 March	Seminar	<ul style="list-style-type: none"><li>• Student engagement and self-regulated learning</li></ul>
Week 7 : 25 March - 31 March	Seminar	<ul style="list-style-type: none"><li>• Critical thinking about motivation concepts: Growth mindset and other ideas</li></ul>
Week 9 : 8 April - 14 April	Seminar	<ul style="list-style-type: none"><li>• Teacher motivation</li></ul>
Week 10 : 15 April - 21 April	Blended	<ul style="list-style-type: none"><li>• Teacher motivation</li></ul>

## 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

- The information above refers to scheduled classes only. Additional material, including recorded lectures and interactive activities, is provided on Moodle. Successful completion of the course will require active engagement in learning throughout the course on a weekly basis.
- 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

- Required readings are provided on Moodle
- There is no prescribed textbook for the course

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Paul Evans		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>