

EDPE 636: MOTIVATION AND INSTRUCTION
Winter 2021 (3 credits) Wednesdays 6:05-7:30 PM
Online | <https://mcgill.zoom.us/j/3943062757>

Instructor:	Dr. Nathan C. Hall	Office Hours:	By appointment
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Course Overview

This seminar explores three aspects of motivation related to instruction in classroom settings. First, this course addresses research on various aspects of motivation in teachers (i.e., intrinsic motivation, values, goals, self-efficacy, attributions, expectations, emotions) and their consequences for burnout, instruction, as well as student learning and engagement. Second, research on social processes in the classroom will be explored with respect to social learning (e.g., observation, collaboration), teacher-student relationships (e.g., emotional support), and help-seeking (i.e., “bottom-up” processes). Finally, research evaluating classroom-based motivational strategies that specifically target students’ values, goals, autonomy, attributions, and emotions will be discussed (i.e., “top-down” methods).

Learning Outcomes

1. Knowledge of theoretical constructs and perspectives relevant to motivation and instruction.
2. Ability to critically evaluate research on teacher motivation, social processes, and motivation programs.
3. Novel application of motivation theories and research to teacher education and classroom instruction.

Course Requirements

Pre-recorded lectures (typically under 60 mins) will be available for asynchronous viewing on myCourses within one week prior to synchronous weekly online classes. Each weekly online class session will last under 90 mins (not the full 3 hour scheduled class time), be administered via Zoom, and consist of student presentations (e.g., Class Activity, Project Preview) and group discussion. Zoom class sessions will also provide students an opportunity to ask questions or request clarification of the instructor concerning course content or requirements. Zoom class sessions will not be recorded, with all lectures and slides available for download in myCourses. It is important to not share the class Zoom link with anyone not registered in EDPE 636. Supplemental rubrics outlining specific information concerning the course requirements (i.e., structure, grading) are also available in myCourses.

Final course grades will be based on four components aimed at promoting greater understanding, critical thinking, elaboration, and personal application of course topics. In accordance with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. I do not review rough drafts of assignments and extra credit submissions (e.g., to replace a missed participation point), or post-deadline assignment revisions, are not accepted (feedback on draft versions of teacher education projects may be provided in Project Preview sessions).

1. Class Participation (10%)

Class participation is critical to understanding course content, promoting discussion, and facilitating in-class activities organized by other students. You can participate in this class in two ways: synchronous group discussions and/or asynchronous discussion posts. Accordingly, you can choose to (a) participate exclusively in weekly Zoom sessions by verbally responding to discussion questions, (b) participate exclusively by writing responses to discussion questions in myCourses, or (c) “mix and match” your participation through a combination of Zoom group discussion and myCourses discussion posts. Regardless of the participation option

you select, you can obtain a participation point for up to 10 different weeks throughout the term. It is possible to participate in both the verbal and written options for a given week, and to respond to multiple discussion questions on myCourses for the same week. However, multiple participation contributions for a given week will only result in one participation point for that week. Participation points are available only for Weeks 2-5 and 7-12 (classes with required readings).

Participation in synchronous Zoom sessions consists of verbal contributions to discussion questions; simply attending Zoom sessions or asking multiple questions will not result in participation points. Similarly, asynchronous replies to discussion questions in myCourses must directly respond to the question topic with thoughtful comments that expand upon class readings or others' replies. Online discussion posts indicating basic agreement or simply repeating content will not receive a participation point. Asynchronous discussion posts (~50-100 words each) must be entered in myCourses within one week of the Zoom session for that topic (i.e., by 6:05 pm the following Wednesday). These participation options are intended to facilitate flexible, timely, and continuous online discussion among students and the instructor throughout the course.

2. Teacher Education Projects (60%)

Two writing assignments (30% each) are required in which two teacher education workshops ("PED Days") are proposed to address real-world motivational challenges faced by teachers and students (see Rubrics for detailed information). Project 1 involves the development of a motivational workshop for teachers to reduce burnout and attrition, based on the readings from Weeks 2-5. Project 2 proposes a workshop in which specific instructional techniques are encouraged based on the readings related to social learning and motivational interventions from Weeks 7-12. Each submission must consist of 3,000-4,000 words, be submitted online via myCourses, and is due by the end of the day on February 24th and April 21st, respectively.

3. Project Previews (20%)

Two preview presentations (10% each) are due for Project 1 on February 17th (Week 6) and for Project 2 on April 14th (Week 13). This assignment requires students to provide a 5-8 min overview of their teacher education project for feedback from the instructor and/or other students (see Rubric). Each presentation should use slides software (e.g., PowerPoint, Google) and focus mainly on project logistics. You have three options for completing your presentation: (A) a synchronous class presentation, (B) a synchronous one-on-one presentation, or (C) an asynchronous upload. You must indicate your option preference by email to the instructor for Preview 1 prior to February 3rd (Week 4) and for Preview 2 prior to March 31st (Week 11).

4. Class Activity (10%)

Each student will complete one class activity highlighting the practical and personal relevance of content from the required readings for that week (see Rubric for detailed information). Students complete this activity individually, and up to 4 students are assigned to complete the activity in each of Weeks 2-5 and 7-12. The activity should last approx. 10-15 mins, and can be completed as a (A) synchronous activity or (B) asynchronous upload. Synchronous class activities on a given topic are completed during the regularly scheduled class Zoom session for that week, whereas asynchronous activity presentations are uploaded to myCourses prior to that week's class Zoom session. You must indicate your presentation preference by email to the instructor one week prior to your scheduled class activity date.

Possible synchronous activities include interactive demonstrations of teaching activities (e.g., online instructional tools/strategies) or other exercises that actively involve your classmates (e.g., virtual polling, scavenger hunts, etc.). Alternatively, in-depth descriptions of relevant teaching exercises, personal or media stories, or recorded interviews (e.g., with teachers, students, peers) could be presented in class or uploaded asynchronously. Each activity must be directly relevant to, and demonstrate a clear understanding of, *all* of the required readings for that class.

Grading

Final grades are assigned on the standard university scale based on the course syllabus and rubrics. Students are strongly encouraged to discuss any grading concerns directly with the instructor. In the event of extraordinary circumstances beyond the University's control, the course content/grading rubrics are subject to change. All course requirements must be completed to obtain a final grade for this class.

<i>Requirements</i>		<i>Grade</i>	<i>Grade Points</i>	<i>Numerical Scale</i>
Class Participation	10%	A	4.0	85-100%
Teacher Education Projects	60%	A-	3.7	80-84%
Project Previews	20%	B+	3.3	75-79%
Class Activity	10%	B	3.0	70-74%
<hr/>		B-	2.7	65-69%
		F	0	0-64%
Total:	100%			

Class Policies

- **Online Participation**

Students are expected to read the assigned material before contributing to discussions on Zoom or myCourses. During Zoom sessions, students are required to mute their audio when not speaking and encouraged (but not required) to enable their video to facilitate discussion and community-building. Students should indicate their wish to speak during Zoom class sessions using the "[raise hand](#)" function, and may also ask questions publicly using the "[chat](#)" function. When posting comments in myCourses, students should not start a new thread but instead reply those posted by the instructor and/or replies from classmates. All students are expected to engage thoughtfully when interacting with their classmates and the instructor; rude, offensive, or disrespectful online behaviour will not be tolerated.

- **Late Submissions**

Late course requirements will be penalized 10% per day, with entries submitted after the specified times above considered one day late. Explanations for late submissions involving technology problems are not acceptable. All excuses concerning university technology (e.g., email, myCourses) must be confirmed by direct correspondence from McGill ICS personnel to the instructor. Explanations for late submission involving uploading the wrong document, an early/incomplete version of the correct document, or a corrupt document are not accepted. Please ensure your documents are backed-up, correct, and functional before submitting and be sure to confirm your paper was uploaded successfully immediately following the upload.

- **Deadline Extensions & Changes**

Deadline extensions and presentation date changes may be considered if the request is made in writing (e.g., via email). Formal documentation may be requested by the instructor in the case of major deadline extension requests (e.g., physician note). Revised deadlines are typically within one week of the original deadline. Class activity dates may be exchanged between students in case of scheduling difficulties.

- **Remote Learning Challenges**

The shift to online learning due to the pandemic has presented various challenges for students. The [Remote Student Life website](#) outlines various academic, financial, social, and wellness-related resources available to McGill students remotely. Students also have access to [keep.meSAFE](#), a mental health counselling service providing 24/7/365 support from licensed counsellors through telephone and mobile chat in over 60 languages. If you encounter remote learning difficulties during this course that could negatively impact your well-being or class performance, please email the instructor to discuss possible accommodations.

- **Academic Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest for more information). In this course, plagiarism is defined as 5 or more words in a row from source other than your own original writing for this class (e.g., textbook, website, article, another paper, etc.) that is not included within quotation marks and followed by a parenthetical source notations. A useful McGill website with examples contrasting effective paraphrasing with plagiarism can be found [here](#). Papers suspected of plagiarism will be reviewed using online plagiarism scanning software including [Ouriginal/Urkund](#), a text-matching program integrated within myCourses. As per the zero-tolerance plagiarism policy for this course, submissions in which plagiarism is observed will be forwarded directly to the Disciplinary Officer of the Faculty of Education (see [Student Rights and Responsibilities](#)). Additional policies governing academic issues that affect students are found in the [McGill Charter of Students' Rights](#).

- **Intellectual Property**

Due to the atypical online delivery of this course, your collaboration and cooperation in ensuring that course videos and uploaded material on myCourses from the instructor and your classmates are not reproduced or placed in the public domain. You are permitted to view and use this content for your personal learning purposes, but you are not permitted to allow others to use it by sharing it online or by giving or selling it to others who copy it and make it available online. Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

- **Students with Disabilities**

If you are a student with a physical or learning disability, please contact the [Office for Students with Disabilities](#) (514-398-6009) and the instructor as soon as possible to make necessary arrangements. Students **MUST** have registered with the OSD and informed the instructor at least two weeks prior to a course deadline in the case of disability-related deadline changes or requests for modified assignments. Students are able to request that OSD provide the instructor with basic confirmation of registration, or additionally a list of suggested accommodations ([Reasonable Consideration Request](#)). It is not acceptable to justify late assignments or poor performance with explanations involving learning disabilities that have not been documented by the OSD.

- **Religious Observances**

It is the policy of McGill University that students not be penalized for religious observances. Students will be allowed, whenever possible, deadline extensions and presentation date changes due to such absences. It is the student's responsibility to contact the instructor at least two weeks before the absence, at which time arrangements will be made for deadline changes.

- **Course Evaluation**

Students are strongly encouraged to fill out the online evaluation for this course at the end of term. Course evaluations serve as a tool for teaching improvement, informing students about courses, and evaluating the teaching performance of staff for reappointment, tenure, and promotion purposes. The Mercury system will be accessible via Minerva and more information on course evaluations at McGill is available [here](#).

- **Course Communication**

Emails will be sent to the class in the event of Zoom session cancellations or announcements and are the best way to contact the instructor (nathan.c.hall@mcgill.ca). Ensure all direct email communication with the instructor is from a [McGill email addresses](#) (to verify identity) and allow at least 2 business days for an email reply from the instructor. The course syllabus, assignment rubrics, readings, and grades are all accessible through the myCourses system. To avoid problems with myCourses functionality, Firefox or Internet Explorer browsers are encouraged, ensure the java software on your computer is up to date, and click the “Support / System Check” link on your myCourses home page to ensure your browser is properly configured.

Reading List (Review Articles)

- Woolfolk Hoy, A., Hoy, W. K., & Davis, H. A. (2009). Teachers' self-efficacy beliefs. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 627-653). New York: Routledge.
- Wang, H., & Hall, N. C. (2018). A systematic review of teachers' causal attributions: Prevalence, correlates, and consequences. *Frontiers in Psychology, 9*:2305.
- Schutz, P. A., Cross, D. I., Hong, J. Y., & Osbon, J. N. (2007). Teacher identities, beliefs, and goals related to emotions in the classroom. In P. A. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 223–241). Amsterdam: Academic Press.
- Sutton, R. E. (2007). Teachers' anger, frustration, and self-regulation. In P. A. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 259–274). Amsterdam: Academic Press.
- Salomon, G., & Perkins, D. N. (1998). Individual and social aspects of learning. *Review of Research in Education, 23*, 1-24.
- Turner, J. C., & Patrick, H. (2008). How does motivation develop and why does it change? Reframing motivation research. *Educational Psychologist, 43*, 119-131.
- Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 301-322). New York: Routledge.
- Newman, R. S. (2008). The motivational role of adaptive help seeking in self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications*. (pp. 315-337). Mahwah, NJ: Erlbaum.
- Brophy, J. (2008). Scaffolding appreciation for school learning: An Update. In M. R. Maehr, S. A. Karabenick, & T. C. Urdan (Eds.), *Advances in motivation and achievement: Social psychological perspectives* (Vol. 15, pp. 1-48). Bingley, UK: Emerald.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261-271.
- James, V. H., & Yates, S. H. (2007). Extending the multiple goal perspective to tertiary classroom goal structures. *International Education Journal, 8*, 68–80.
- Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 171-196). New York: Routledge.
- Haynes, T. L., Perry, R. P., Stupnisky, R. H., & Daniels, L. M. (2009). A review of attributional retraining treatments: Fostering engagement and persistence in vulnerable college students. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 24, pp. 227-272). The Netherlands: Springer.

Recommended Supplemental Reading (Handbooks)

- Hall, N. C., & Goetz, T. (Eds.). (2013). *Emotion, motivation, and self-regulation: A handbook for teachers*. Bingley, UK: Emerald.
<http://site.ebrary.com/lib/mcgill/detail.action?docID=10732062>
- Richardson, P. W., Karabenick, S. A., & Watt, H. M. G. (Eds.) (2014). *Teacher motivation: Theory and practice*. New York, NY: Routledge.
<http://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=1699279>

Course Schedule and Deadlines

**** NOTE:** Topics and readings are subject to change. For empirical article options, refer to corresponding folders in myCourses.

	Date	Topic	Review Articles	Empirical Articles	
1	Jan. 13	Introduction			
2	Jan. 20	Teacher Motivation	Intrinsic Motivation, Values, & Goals	N/A	Choose 2 of 7
3	Jan. 27		Self-efficacy	Woolfolk Hoy (2009)	Choose 1 of 5
4	Feb. 3		Attributions <i>Preview Option Deadline (A/B/C)</i>	Wang & Hall (2018)	
5	Feb. 10		Emotions	Sutton (2007) --- or --- Schutz et al. (2007)	Frenzel et al. (2009)
6	Feb. 17	<i>Project 1 Preview Presentations</i> <i>Project 1 Due Feb. 24</i>			
7	Feb. 24	Social Processes	Social Learning	Salomon & Perkins (1998) Turner & Patrick (2008)	
8	Mar. 10		Relationships & Help-seeking	Wentzel (2009) Newman (2008)	
9	Mar. 17	Instructional Methods	Value Enhancement	Brophy (2008)	Choose 1 of 3
10	Mar. 24		Classroom Goal Structures	Ames (1992) James & Yates (2007)	Choose 1 of 3
11	Mar. 31		Autonomy Support	Ryan & Deci (2009)	Choose 1 of 2
12	Apr. 7		Attributional Retraining	Haynes et al. (2009)	
13	Apr. 14	<i>Project 2 Preview Presentations</i> <i>Project 2 Due Apr. 21</i>			

Class Activity Requirements

EDPE 636-W21

Due Dates: Weeks 2-5 and Weeks 7-12 (classes with assigned readings). Be sure to confirm your assigned date/topic on myCourses; an alternate date/topic can be requested from your instructor.

Rationale: The purpose of the class activity is to give you an opportunity to highlight the personal relevance of assigned readings and a recent empirical article in an engaging and entertaining way that is unique to your interests and experiences.

Format: Students present their activity individually (no group work), with each activity lasting approximately 10-15 minutes. Up to 4 students are assigned to complete an activity in a given week to ensure continuous class activity presentations throughout the course. There are two options for completing your class activity; be sure to indicate your option preference to the instructor via email at least one week prior to your scheduled class activity date.

Option A: Synchronous activity. This activity option will occur during the regularly scheduled Zoom class session for your assigned week and allows for real-time engagement with your classmates and instructor. Recommended synchronous activities are those that encourage your classmates to participate, such as interactive teaching demonstrations (e.g., online instructional resources or strategies) or other participatory activities (e.g., virtual polling, scavenger hunts). Synchronous activities may include limited group discussion but should go beyond a basic question/answer format. Screen sharing and/or co-hosting via Zoom will be made available by the instructor as needed.

Option B: Asynchronous upload. This second option allows you to upload your class activity presentation to myCourses (e.g., MP4 file [recorded via Zoom](#), [audio-annotated PowerPoint](#)). This upload is due prior to the start of the class Zoom session for your assigned week. Recommended asynchronous activities are those that do not require class participation and are primarily informational in nature (e.g., recorded interviews, descriptions of personal experiences or teaching methods). All uploaded class activity presentations will be viewable by all EDPE 636 students on myCourses to facilitate comprehension of that week's content and share teaching strategies.

Content: The activities presented must directly address research/theories outlined in the required readings for your assigned week and highlight how the topic directly impacts teachers and/or instruction. If you are assigned to Week 5, you are required to address only one review paper in the activity. Each presentation may incorporate one or (ideally) combinations of various types of exercises or content.

Potential activities that are well-suited for synchronous*, asynchronous†, or both*† format options are suggested below:

- *Interactive teaching exercises* (e.g., perform an online teaching strategy)*
- *Role playing* (e.g., online teacher-student interactions)*
- *Live virtual polling of classmates* (e.g., [Kahoot](#), [Poll Everywhere](#))*
- *Scavenger hunt* (e.g., team competition for obtaining requested physical/online content)*
- *Show questionnaire results* (e.g., of classmates/students; analyze prior to class)*†
- *Teaching resource demonstration* (e.g., engaging/interactive websites for students)*†
- *Media articles* (e.g., news story, commentary)*†
- *Personal stories* (e.g., own or close others' experiences)*†
- *"Show and tell"* (e.g., explaining physical teaching-related items, mementos)*†
- *Recorded interview* (e.g., with a teacher, student; video, text)†
- *Personal recording* (e.g., of your own classroom activities)†

At the start or end of the activities, the presenter should clearly state the direct relevance of activities to each of the specific required readings for that class in a way that demonstrates an in-depth understanding of the content. This can be done by briefly presenting a relevant article quote or summarizing a key related principle and referencing the specific article in question. Extended lecture formats that repeat reading content are not acceptable. Slides may be used but are not required (and need not be uploaded if you selected Option A).

Evaluation: Each presentation is graded out of 10 points by the instructor. Five criteria will be considered when assigning an activity grade, as outlined below:

1. *Relevance:* Direct relevance of the activity to the assigned readings
2. *Engagement:* Solicited and maintained classmates' attention/participation
3. *Instruction:* Direct relevance of activity to instructional practices
4. *Clarity:* Concepts/exercises were clearly presented and well organized
5. *Effort:* Obvious effort, thought, and time was invested in the activity

Submitting: If you selected Option B, you must upload your presentation file to myCourses prior to the scheduled class Zoom session for that week (6:06 PM). For more information on how to submit an assignment in myCourses, specific instructions are available [here](#).

Project Preview Requirements

EDPE 636-W21

Due Dates: Project 1: February 17th (Week 6); Project 2: April 14th (Week 13).

Rationale: The purpose of this in-class presentation is to inform and obtain feedback from your classmates and/or instructor concerning your proposed teacher education projects.

Format: Students will complete TWO preview presentations, each summarizing the content of the project paper due one week later. Each presentation is completed individually, graded out of 10 points, should last no more than 5-8 minutes, and should use slides software (e.g., PowerPoint, Google Slides). There are three options for completing your project preview, and you must indicate your option preference to the instructor via email for Preview 1 prior to February 3rd (Week 4) and for Preview 2 prior to March 31st (Week 11).

Option A: Synchronous class presentation. This presentation will occur during the regularly scheduled Week 6/13 class Zoom session and allow you to solicit feedback from both your instructor and classmates following your presentation (e.g., feasibility of the proposed logistics, possible improvements to proposed activities). If you select Option A, be sure to upload your presentation file to myCourses at least one hour prior to class. Due to a limited number of available class presentation slots (10 per preview), Option A is available on a “first come, first served” basis (once slots are full, students must select Option B or C).

Option B: Synchronous one-on-one presentation. This is a one-on-one Zoom presentation and feedback session with the instructor scheduled prior to the Week 6/13 class Zoom session. If you select Option B, you must email the instructor by February 3rd to establish a mutually agreeable date/time and upload your presentation file to myCourses at least one hour prior to the scheduled meeting.

Option C: Asynchronous upload. This option allows you to upload your preview presentation to myCourses prior to the start of the Week 6/13 class Zoom session (6:05 PM). If you select Option C, you must upload your recorded video or audio presentation file (e.g., MP4 file [recorded via Zoom](#), [audio-annotated PowerPoint](#)) in which you present your preview as you would during a live session. If you wish to receive instructor feedback on your presentation, be sure to email the instructor immediately following your upload with specific questions. All video uploads of project previews will be viewable by all EDPE 636 students on myCourses to share ideas and project strategies.

Content: Each presentation should provide an overview of the teacher education seminar you proposed aimed at promoting teacher motivation (Project 1) or student motivation through instructional/classroom methods (Project 2). Each presentation must address the following three topics:

1. Problem Statement. Briefly restate the overall aim of the seminar, the specific issues you will focus on, and how this is directly related to the class readings.
2. Project Logistics. This is the primary focus of the presentation - describing the details of the proposed seminar. Indicate how the seminar is structured, its length, who will attend, what activities will be involved, what the specific content will be presented, etc., as well as WHY you have chosen these methods and messages (briefly citing relevant class readings for specific content/exercises to be administered). Be sure to indicate how and why each of the required three weeks of readings will be presented to seminar participants, and the specific types of exercises to be used address each topic (e.g., a writing exercise could be used to address teachers' emotions due to the sensitive nature of the topic).
3. Feedback (optional for Option C). Have at least two questions prepared to solicit feedback from your classmates or the instructor concerning undecided elements, general impressions, or potential improvements for your project. For example, posing questions to the class concerning the ordering, length, content, format, or scope of specific project components would be appropriate. If you selected Option C and wish to receive feedback, be sure to email your instructor with specific questions immediately after you upload your presentation file.

Submitting: Regardless of the format option you select, you must upload your presentation file (e.g., PowerPoint file, PDF printout of slides, video file) to myCourses prior to your option deadline. For more information on how to submit an assignment in myCourses, specific instructions are available [here](#).

Project 1 Requirements

EDPE 636-W21

- Due Date:** By the end of the day on February 24th.
- Rationale:** To encourage the practical application of assigned readings on *motivation in teachers* by proposing a teacher education seminar aimed at improving well-being, motivation, instruction, burnout, and/or attrition in school teachers.
- Content:** The paper must directly address and follow from theories and research outlined in the readings for Weeks 2 through 5 on motivation and emotions in teachers. The paper must specifically address topics addressed in EACH of the articles from at least THREE weeks' reading lists. If Week 5 is selected, you may review only one of the two possible review articles assigned, but are still required to incorporate the assigned empirical article (Frenzel). For each week selected, both the main review article(s) and the required empirical reading for that week must be explicitly addressed and cited.
- Structure:** Each paper (30 points) must consist of 3,000 to 4,000 words and include the following three sections:
1. Problem Statement (~500 words; 5 points). What is the primary aim of the seminar? What are the specific problems to be addressed (e.g., what aspects of teaching are you proposing to be related to demotivation or burnout)? How is this related to the class readings? Are you targeting a specific current issue facing teachers or type of teachers? If so, why are you focussing on this issue/group?
 2. Project Logistics (~2,500 words; 20 points). How is the seminar structured? How long is each section? What activities will be involved? What types of teachers will be recruited? What specific content will be presented to seminar participants in each section? In this section, please be as descriptive and specific as possible.

Each critical component of the seminar must be justified by citations to the review and empirical readings from at least THREE classes from Weeks 2-5 by referencing specific elements of theory, research, arguments, and/or suggestions from the readings. In the seminar, teachers must be explicitly informed of motivational principles based on the course readings. Accordingly, exercises that do not directly relate motivational content to the participants (e.g., technical skills training, collaborative exercises that do not explicitly and primarily refer to motivational/emotion concepts) are not suitable.
 3. Expected Results (~500 words; 5 points). How is the seminar expected to improve motivation, emotional well-being, instructional quality, and/or persistence in teachers? What specific results would you expect to see as a result of the program? What specific types of motivation (e.g., attributions, values, goals, coping, emotions, etc.) do you expect to change and why? How specifically would you measure these motivational changes over time (e.g., observation, surveys, etc.)?

Format: Each project must be formatted as follows:

- Put your name and student number on the first line
- Organize paper into three sections separated by headings
- Single-spaced, paragraph/essay format - not point form
- Do not include the bibliographic reference for articles from class that are cited
- Include quotation marks and page numbers for direct quotes to avoid plagiarism

Submitting: Students must upload their submission in myCourses (various document formats are accepted). Submissions suspected of plagiarism will be reviewed with available software (see syllabus). For more information on how to submit an assignment in myCourses, specific instructions are available [here](#).

Project 2 Requirements

EDPE 636-W21

Due Date: By the end of the day on April 21st.

Rationale: To encourage the practical application of assigned readings on motivation-related social processes and instructional methods, this project proposes a second teacher education seminar informing teachers of classroom-based instructional methods (as found in, or adapted from class readings) that could be used to promote motivation in their students, thereby increasing persistence and achievement.

Content: The paper must directly address and follow from theories and research outlined in the readings for Weeks 7 through 12 on motivation-related social processes and intervention techniques. The paper must specifically address topics addressed in EACH of the articles from at least THREE weeks' reading lists. For each week selected, both the main review article(s) and the required empirical reading for that week must be explicitly addressed and cited.

Structure: Each paper (30 points) must consist of 3,000 to 4,000 words and include the following three sections:

1. Problem Statement (~500 words; 5 points). What is the primary aim of the seminar? What specific problems with student motivation will be addressed (e.g., what aspects of the education system or student life are you proposing to be related to demotivation)? How does the seminar content relate to the class readings? Are you targeting a specific current issue facing students or type of student (e.g., special needs, ESL, etc.)? If so, why are you focussing on this issue/group?
2. Project Logistics (~2,500 words; 20 points). How is the seminar structured? How long is each section? What activities will be involved? How will the content be presented? What specific content will be presented to teachers? (e.g., What types of instructional methods will be encouraged? How will the rationales for these methods be explained?). In this section, be as descriptive as possible.

Each critical component of the seminar must be justified by citations to the review and empirical readings from at least FOUR classes from Weeks 7-12 by referencing specific elements of theory, research, arguments, and/or suggestions from the readings. In the seminar, teachers must be explicitly informed of teaching strategies, classroom activities, interventions, etc. that have as their explicit focus and primary aim improving motivation in students, as informed by the class readings. Exercises that do not directly relate motivational content to the participants (e.g., study skills training, collaborative exercises not focussing specifically on motivational concepts) are not suitable.

3. Expected Results (~500 words; 5 points). How is the seminar expected to improve teachers' ability to improve motivation, persistence, and achievement in their students? What specific results in students (and perhaps teachers) would you expect to see as a result of the program? What types of motivation (e.g., values, goals, attributions, etc.) do you expect to change and why?

Format:

Each project must be formatted as follows:

- Put your name and student number on the first line
- Organize paper into three sections separated by headings
- Single-spaced, paragraph/essay format - not point form
- Do not include the bibliographic reference for articles from class that are cited
- Include quotation marks and page numbers for direct quotes to avoid plagiarism

Submitting:

Students must upload their submission in myCourses (various document formats are accepted). Submissions suspected of plagiarism will be reviewed with available software (see syllabus). For more information on how to submit an assignment in myCourses, specific instructions are available [here](#).