

EDPE 636: MOTIVATION AND INSTRUCTION
Winter 2023 (3 credits) | Blended/Hybrid | Wednesdays 6:05-8:00 PM
Room 624 Education | <https://mcgill.zoom.us/j/3943062757>

Instructor:	Dr. Nathan C. Hall	Office Hours:	By appointment
Email:	nathan.c.hall@mcgill.ca		

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

This class will be taught in a blended/hybrid format including both in-person and online components. Class lectures will not be delivered in person but via pre-recorded lectures (approx. 60 mins each) available for asynchronous viewing throughout the term on myCourses. Each weekly class session will last up to 2 hours, synchronously allow both in-person and Zoom participation by students, and consist of student presentations (e.g., Class Activity, Project Preview) as well as group discussion. Weekly class sessions will also provide students an opportunity to ask questions or request clarification from the instructor concerning course content or requirements. Weekly 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 accept extra credit submissions (e.g., to replace a missed discussion question). I do not review rough drafts of assignments or accept post-deadline assignment revisions, with the Project Previews held one week prior to each Teacher Education Project submission deadline allowing for detailed feedback from myself and your classmates.

1. Online Discussion Questions (10%)

Students can obtain up to 10 points for responding to 10 different weeks of discussion questions posted throughout the term on myCourses (~50-100 words per response). Each set of discussion questions will pertain to a specific week’s topic and remain available for responses only until one week after the class for that topic. Students are expected to read the assigned material before responding to discussion questions, with multiple responses to questions for a given week resulting in only one point for that week. Discussion questions will be

available only for classes with required readings (Weeks 2-5 and 7-12). Replies to discussion questions 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 course readings will not receive a participation point. When posting responses, students should not start a new thread but instead reply those posted by the instructor and/or replies from classmates. This online class participation component is intended to facilitate flexible, timely, and continuous engagement with course material throughout the term.

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 15th and April 12th, respectively.

3. Project Previews (20%)

Two preview presentations (10% each) are due for Project 1 on February 8th (Week 6) and for Project 2 on April 5th (Week 13). This assignment requires each student to provide a 5 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 in-person presentation or (B) synchronous Zoom presentation during the class session, or (C) an asynchronous upload. You must indicate your option preference by email to the instructor for Preview 1 prior to January 25th (Week 4) and for Preview 2 prior to March 22nd (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 in one of three formats: (A) a synchronous in-person activity or (B) synchronous Zoom activity during the assigned class session, or (C) an asynchronous upload. 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>
Discussion Questions	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

- **Class Participation**

Class participation is critical to understanding course content, promoting discussion, and facilitating in-class activities organized by other students. When attending class via Zoom, students should mute their audio when not speaking and are encouraged (but not required) to enable their video to facilitate discussion and community-building. Students may indicate their wish to speak during Zoom class sessions using the “raise hand” function, and may also ask questions using the chat function. When attending class in person, electronic devices should be silenced and not used without instructor permission (e.g., phones, recorders). Device privileges may be revoked following inconsiderate usage (e.g., texting, unrelated websites). All students are expected to engage thoughtfully when interacting with their classmates; rude, offensive, or disrespectful in-class or online interactions 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.

- **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 blended format 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., videos, 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 [Student Accessibility and Achievement Office](#) (514-398-6009) and the instructor as soon as possible to make necessary arrangements. Students **MUST** have registered with the SAA 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 SAA provide the instructor with basic confirmation of registration, or additionally a list of suggested accommodations ([Reasonable Consideration Request](#)). Explanations for assignment or performance difficulties involving learning disabilities not previously documented by SAA will not be accepted.

- **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 class 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. 4	Introduction			
2	Jan. 11	Teacher Motivation	Intrinsic Motivation, Values, & Goals	N/A	Choose 2 of 7
3	Jan. 18		Self-efficacy	Woolfolk Hoy (2009)	Choose 1 of 5
4	Jan. 25		Attributions <i>Preview 1 Option Deadline (A/B/C)</i>	Wang & Hall (2018)	
5	Feb. 1		Emotions	Sutton (2007) --- or --- Schutz et al. (2007)	Frenzel et al. (2009)
6	Feb. 8		<i>Project 1 Preview Presentations</i>		
7	Feb. 15	Social Processes	Social Learning <i>Project 1 Deadline</i>	Salomon & Perkins (1998) Turner & Patrick (2008)	
8	Feb. 22		Relationships & Help-seeking	Wentzel (2009) Newman (2008)	
9	Mar. 8	Instructional Methods	Value Enhancement	Brophy (2008)	Choose 1 of 3
10	Mar. 15		Classroom Goal Structures	Ames (1992) James & Yates (2007)	Choose 1 of 3
11	Mar. 22		Autonomy Support <i>Preview 2 Option Deadline (A/B/C)</i>	Ryan & Deci (2009)	Choose 1 of 2
12	Mar. 29		Attributional Retraining	Haynes et al. (2009)	
13	Apr. 5	<i>Project 2 Preview Presentations</i> <i>Project 2 Deadline: Apr. 12</i>			