

EDHD 835
THE DEVELOPMENT OF ACHIEVEMENT MOTIVATION
Fall 2014

Wednesdays 4:15 – 7 Room 1321 TAWES

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Course Description: In this course we will read and discuss work on achievement motivation, with the main focus being the development of motivation in school contexts. We will examine current theories (primarily from developmental, educational, and social psychology) that attempt to explain human motivation, and discuss how motivation develops across the life span. We also will consider social and cultural influences on motivation.

Required Readings: The book for the course is K. R. Wentzel and D. Miele (Eds.) (2016) *Handbook of motivation at school* (2nd. Ed.). New York: Routledge. Other readings for the course will include theoretical articles, reviews of research, and articles describing empirical studies. Many of the readings will be posted on ELMS; you may need to find some.

Course Requirements:

1. **Article Reaction Papers.** You will write **four** reaction papers to **EMPIRICAL** articles of your choice. Each reaction paper should be 2-3 double spaced pages long. The reaction papers are due on the day that we discuss the article in class. One of the articles can come from the set of topics at the end of the syllabus that we will NOT cover; in this case you can react to a chapter. The reaction papers will contribute **20% of the course grade**.
2. **Term Paper.** Students will write a paper (20-25 double spaced pages) on a topic concerning motivation. There are three options for the kind of paper you can do: 1) a research proposal; 2) a review of the existing literature on your topic; or 3) an analysis of a program/system to improve people's motivation in or out of school. Paper topics should be chosen in consultation with the instructor; you also should think about what kind of paper would be most helpful for your progress through your program. **TERM PAPERS ARE DUE DECEMBER 12 AT 11:50 P.M. LATE PAPERS WILL NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENTS WITH THE INSTRUCTOR HAVE BEEN MADE.** This paper will contribute **60% of the course grade**. I'll provide more details on the structure and format of the assignment later.
3. **Article discussion.** Each student will be given one **EMPIRICAL** article from the syllabus and lead the discussion of that article during the class in which the article is discussed. You should pose 2-3 questions for discussion on the **MONDAY** before the class in which the article will be discussed. Your leadership of the discussion will contribute **10% to your course grade**.

4. **Participation** is crucial for the success of a doctoral seminar. Participation in class discussions/activities will contribute **10% of your grade**.

CLASS POLICIES

FOR UNIVERSITY-BASED CLASS POLICIES ON CONDUCT, ABSENCES, ETC. PLEASE CONSULT:

<http://www.ugst.umd.edu/courserelatedpolicies.html>.

Because in our online age **PLAGIARISM** increasingly is a problem please read the following definition carefully:

Plagiarism is defined as submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (that is, information prepared by others and found in journals, books, online, or otherwise).

Assignment Formats: Written work should follow **standard American Psychological Association (APA) 6th edition formatting (12 pt. font; Times New Roman; 1-inch margins)**. Feel free to print double-sided. Citations should also follow APA formatting. See UMCP's library webpage (under Research Tools) for more information about APA citations. There also is a tutorial on APA style and citations on the APA website.

Late Assignments: All written assignments on the assigned date; you will submit your assignments electronically through the ELMS system. *E-mailed assignments directly to me will not be accepted* unless prior arrangements have been made. *Late assignments are marked down five points for each weekday they are missing.* In the case of an approved absence, please make arrangements with me to turn in your work.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Inclement weather: In the event of inclement weather, this course will comply with the University's decision involving whether classes are to be held. If class is cancelled, assignments that were due on the cancelled day will be due at the next class meeting.

Final Course Grade

Final grades will be calculated based on the total number of points earned for the assignments described in “course assessment.” Letter grades will be assigned according to the percentage of points earned, outlined below. Unless a calculation error has been made on my part, final grades will not be changed. There are no exceptions to this policy.

Course Points- 100 total

Four Article Reaction Papers: 20 points (5 each)

Term Paper: 60 points

Lead Article Discussion: 10 points

Participation: 10 points

TOTAL POINTS 100

90 – 100 = A

80 - 90 = B

70 - 80 = C

etc.

Course Schedule, Topics, and Readings

September 5 Introduction, Overview

Weiner, B. (1990). History of motivation research in education. *Journal of Educational Psychology*, 82, 616-622.

September 12 Expectancy - Value Models

Atkinson, J. W. (1957). Motivational determinants of risk taking behavior. *Psychological Review*, 64, 359-372.

Wigfield, A., Tonks, S., & Klauda, S. L. (2016). Expectancy – value theory. In K. R. Wentzel & D. Miele (Eds.), *Handbook of motivation at school* (2nd. Ed., pp. 55-74). New York: Routledge.

Jacobs, J., Lanza, S., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2002). Ontogeny of children's self-beliefs: Gender and domain differences across grades one through 12. *Child Development*, 73, 509-527.

September 19 Attribution Theory

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573.

Graham, S., & Taylor, A. Z. (2016). Attribution theory and motivation in school. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 11-33). New York, NY: Routledge.

Graham, S., & Barker, G. (1990). The downside of help: An attributional-developmental analysis of help-giving as a low-ability cue. *Journal of Educational Psychology*, 82, 7-14.

September 26 Self-Efficacy Theory

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.

Schunk, D. H., & Benedetto, M. K. (2016). Self-efficacy theory in education. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 34-54). New York: Routledge.

Usher, E., Pajares, F. (2009). Sources of middle school students' self-efficacy in mathematics: A qualitative investigation. *American Educational Research Journal*, 34, 89-101.

October 3**Achievement Goal Theory**

Senko, C. (2016). Achievement goal theory: A story of early promises, eventual discords, and future possibilities. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 75-95). New York: Routledge.

Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3 x 2 goal model. *Journal of Educational Psychology*, 103, 632-648.

October 10**Self-Determination Theory and Interest**

Ryan, R. M., & Deci, E. L. (2016). Facilitating and hindering motivation, learning, and well being in schools: Research and observations from self-determination theory. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., (pp. 96-120). New York: Routledge.

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41, 111-127.

Van Petegem, S., Beyers, W., Vansteenkiste, M., & Soenens, B. (2012). On the association between adolescent autonomy and psychosocial functioning: Examining decisional (in)dependence from a self-determination theory perspective. *Developmental Psychology*, 48, 76-88.

October 17**Self-Regulation, Grit, and Motivation**

Kitsantas, A., & Cleary, T. J. (2016). The development of self-regulated learning during the secondary school years: A social cognitive instructional perspective. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 169-187). New York: Routledge.

Miele, D. B., & Scholer, A. A. (2016). Self-regulation of motivation. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 363-384). New York: Routledge.

Muenks, K. M., Wigfield, A., Yang, J. S., & O'Neal, C. (2017). How true is grit? Assessing its relations to high school and college students' personality characteristics, self-regulation, engagement, and achievement. *Journal of Educational Psychology*, 109, 599-620.

October 24**Mindsets, and Motivation and Identity**

Dweck, C. S. (2010). Even geniuses work hard. *Educational Leadership*, 68, 16-20.

Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child Development*, 86, 1849-1859.

Master, A. Cheryan, S., & Meltzoff, A. N. (2016). Motivation and identity. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 300-319). New York: Routledge.

October 31**Culture, Gender, and Motivation**

Murdock, T. B. (2009). Achievement motivation in racial and ethnic context. In K. R. Wentzel & A. Wigfield (Eds.) *Handbook of motivation at school* (pp. 433-462). New York: Routledge.

Usher, E., (2018). Acknowledging the whiteness of motivation research: Seeking cultural relevance. *Educational Psychologist*, 53, 132-144.

Watt, H. G. (2016). Gender and motivation. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 320-319). New York: Routledge.

Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35, 4-28.

November 7**Motivation and Engagement**

Finn, J. D. (1989). Withdrawing from school. *Review of Educational Research*, 59, 117-142.

Skinner, E. A. (2016). Engagement and disaffection as central to the processes of motivational resilience and development. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., (pp. 145-168. New York: Routledge.

Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95, 148-162.

November 14**Brief Motivation Interventions**

Yeager, D.S., & Walton, G. (2011). Social psychologically based interventions in education: They are not magic. *Review of Educational Research*, 81, 267-301.

Rosenzweig, E. Q. & Wigfield, A. (2016). STEM motivation interventions for adolescents: A promising start, but farther to go. *Educational Psychologist*, 51, 146-163.

Harackiewicz, J. M., Canning, E. A., Elizabeth A. Tibbetts, Y., Priniski, S. J. (2015), & Hyde, J. S. (2015). Closing achievement gaps with a utility-value intervention: Disentangling race and social class. *Journal of Personality and Social Psychology*, 111, 745-765.

November 21**No Class, Thanksgiving Break****November 28****Motivation in School**

Kaplan, A., & Patrick, H. (2016). Learning environments and motivation. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 251-274). New York: Routledge.

Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N., & Tonks, S. (2004). Increasing reading comprehension, motivation, and strategy use through Concept Oriented Reading Instruction. *Journal of Educational Psychology*, 96, 403-423.

Kazemi, E., & Stipek, D. (2009). Promoting conceptual thinking in upper level four elementary math classrooms. *The Journal of Education*, 189, 123-137.

December 5**What Does It All Mean/Tying it All Together**

Dweck, C. S. (2017). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological Review*, 124, 689-719.

FINAL PAPER DUE DECEMBER 12 AT 11:59 P. M.

SOME OTHER TOPICS WE DO NOT HAVE TIME FOR:

MOTIVATION AND EMOTION

Pekrun, R. (2009). Academic emotions. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., (pp. 120-144). New York: Routledge.

NEUROSCIENCE AND MOTIVATION

Reeve, J., & Lee, W. (2017). Neuroscientific contributions to motivation in education. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., pp. 424-439).

UNCONSCIOUS AND CONSCIOUS ASPECTS OF MOTIVATION

McClelland, D.C., Koestner, R., & Weinberger, J. (1989). How do self-attributed and implicit motives differ? *Psychological Review*, 96, 690-702.

Schultheiss, O. C., Rosen, A. G., Rawolle, M., Kordik, A., & Graham, S. (2010). Implicit motives: Current topics and future directions. In T. C. Urdan & S. A. Karabenick (Eds.), *The decade ahead: Theoretical perspectives on motivation and achievement* (pp. 199-233). Bingley, UK: Emerald.