**MOTIVATING LEARNERS**

**EPSY 3533-503 (online)**

**Spring 2012**

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And Other Days/Times By Appointment

**Online Office Hours:** Same as regular office hours, Skype username: kamden.strunk

**Required Course TextbookS:**

Brophy, J. (2004). *Motivating Students to Learn* (3rd ed.)*.* Mahwah, NJ: Lawrence Erlbaum Associates.

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn* (3rd ed.). San Francisco, CA: Jossy-Bass Publishers.

**Course Description:**

**University Catalog Description**: Current practices in learner motivation, school age through adult. Developing positive attitudes and building community in classrooms to stimulate motivation of all learners.

**Course Objectives:**

1. To develop an understanding of motivational practices that help foster learning communities engages in positive peer interactions, intrinsic motivation and self-regulated learning, and active engagement in mastery of material.
2. To become familiar with techniques, practices, and educational strategies that are based in theory and research to motivate learners across educational environment and age group.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more solid base of knowledge than would otherwise be possible.

Because this is an online class, direct instruction from the course instructor is accomplished in a different manner than usual. The most prominent way direct instruction occurs is through constant feedback in the discussion boards throughout the course. Students will also receive weekly emails where overall issues that are noticed in the class will be addressed and students will be encouraged to make connections from week to week and integrate information.

**Attendance Policy:**

Because this is an online course, attendance is completed through logging into D2L (<http://oc.okstate.edu>) and participating in the online discussions. Students are expected to log in at least twice per week. Students are also expected to read every post to the discussion board as part of the collaborative learning process in the class. It is vital that if you fall behind in weekly assignments, you contact the instructor immediately. The further behind in assignments you get, the more difficult it is to design a plan for you to get caught up in the course, so be sure to maintain good communication, even if you are having trouble completing assignments.

**Course Assignments:**

1. **Introduction**: In the first week, you will post an introduction to tell your classmates about yourself, who you are, your background, and what experiences you bring with you to the class. This simple exercise is meant to build a sense of community among the class and help everyone feel more comfortable in course discussions. Feel free to share your educational information (major, year, etc.), career goals, as well as any personal information you feel comfortable telling your classmates about yourself so they will know you a bit better in this online classroom environment. Introductions are worth 30 points.
2. **Discussion Questions:** Each week there are discussion questions posted. These will help you to further your understanding of the text and think about the information presented in different ways. Each discussion question response needs to be 1 to 2 paragraphs in length. You may only respond to questions that have not been responded to until all questions have responses posted to them. All questions must be answered in the week, and you must respond to an unanswered question unless all questions are already answered. Posts are due by midnight at the end of the week, but you should post as early as possible in the week to allow others in the class the opportunity to post their peer responses (described below). Discussion question posts are worth up to 10 points each.
3. **Peer Responses:** You are also expected to respond to the posts of your classmates. This is part of the process described as cooperative learning. As part of your attendance requirement in this course, you will be reading all of the posts your classmates write. Then, respond to the posts that are most interesting to you, and to which you feel you have something to add. Your peer response should be more than a simple agreement or disagreement, but should extend what your peer posted, add something from your own understanding or experience, or add additional information to what they have posted. You may not post a peer response to the same question as you posted your discussion question post and receive credit for that peer response. This process allows more learning than would occur with any individual posting their own knowledge, or with any person learning individually, because it becomes a process of reciprocal, interactive, community learning. Remember to be respectful and professional in your peer responses. Peer responses should be a minimum of 1 paragraph in length. Peer response posts are worth up to 5 points each.
4. **Mini-Projects:** You will complete at least six different mini-projects (these are literally short project assignments) over the course of the semester. Due dates for the Mini-Projects are listed in the course calendar. You will submit completed Mini-Projects to the dropbox. Keep in mind that each mini-project is worth 5% of your final course grade (50 points) and should include the level of detail and thoughtful preparation and writing appropriate to a short project. The types of available mini-projects are listed here:
   1. Interview Someone Who Dropped Out of High-School:
      1. Interview a person who dropped out of high school. Ask him or her to describe what his/her classroom experiences were like. Ask about what motivated him/her to leave school, and what might have motivated him/her to stay. Ask other questions related to your own interests, and ask relevant follow-up questions. Write about the responses provided, and connect your interview to the material in the textbook(s). Also provide contact information for the person you interviewed.
   2. Imagine that you are a reading teacher.
      1. Imagine that you are a reading teacher. Design a curriculum plan based on the grade level that you would like to teach that motivates and encourages detailed, sustained, and authentic ideas. Present your curriculum plan in written form, providing as much detail as possible, and providing references (for example, to the text) where appropriate.
   3. Interview three students.
      1. Interview three students in the grade or age level you plan to teach. Ask them how they are currently rewarded or motivated by their teachers for learning. Ask them what motivates them most in education. Ask them about the kinds of goals they have for classroom assignments, exams, and activities. Look for what kinds of goal structures they have (i.e. mastery-approach, mastery-avoidance, performance-approach, performance-avoidance). Ask open-ended follow-up questions as necessary. Write summaries of the three interviews, comparing what your interviewees said with what you read in the textbook(s). Also provide contact information for all people you interviewed.
   4. Design a learning activity
      1. Design a learning activity that you would use to teach students in the age group you plan to work with. Include objectives (at least 2), the subject matter, grade level, materials needed, instructions, and detailed description of the activity. Then include a paragraph explaining how this activity will motivate students. How does it connect to motivational theory or the techniques for motivating students described in class discussions or the text?
   5. Interview a professor.
      1. Interview one of your professors and ask him/her to describe how he/she motivates adult learners. Write about the professor’s answers, and any specific techniques he/she recommends. Then, compare and contrast the interview with the material from the text on motivating adult learners. What are the similarities and differences? Your reaction? Also provide contact information for the professor you interviewed.
   6. Design a classroom plan.
      1. Imagine yourself in your future career. Describe what you are teaching, what age group you are working with, and what setting you are working in. Design a classroom plan for motivating learners with diverse goals and motivational orientations. How will you address the needs of all students in this group, and how will you encourage learning/mastery goals, while helping all students in the group to learn and achieve academically? Describe your plan in appropriate detail, and provide references (for example, to the textbook(s)) when appropriate.
   7. Create an update.
      1. Choose a concept, motivational technique, or motivational theory from the class, and find updated research on it using our library’s website. Usually, one of the best places to look is EbscoHost, in the PsycInfo and PsycArticles databases (<http://web.ebscohost.com/ehost/search/basic?sid=bcf836e4-095a-44ec-ac85-88526855041a%40sessionmgr110&vid=2&hid=112>). Find at least four updated research articles on your selected topic, technique, or concept (newer than our book, which is 2004), provide the reference, and some notes about what the findings were. A good way to search is to type in the name of the theory, for example, “2x2 Goal Orientation Theory”. Your notes on each article should be at least one full paragraph explaining the major findings about the topic and what these findings mean for application/practice.
   8. Interview a teacher.
      1. Interview a current teacher at the grade level you hope to work with. Ask about how he/she motivates students, what kinds of goals he/she hopes for students to set, and how he/she helps to foster those goals, and help students to maintain those goal orientations. Ask about any motivational techniques that he/she currently uses in the classroom, and how effective they have been. Write a summary of the answers you received, then compare and contrast those answers to the material in the textbook(s). Also provide contact information for the teacher you interviewed.
   9. Review a research article.
      1. Find a research article on motivation in the group you hope to work with (for example, motivation in high school athletes, or motivation in elementary school history students). A good place to look for articles is EbscoHost in the PsycInfo and PsycArticles databases (<http://web.ebscohost.com/ehost/search/basic?sid=bcf836e4-095a-44ec-ac85-88526855041a%40sessionmgr110&vid=2&hid=112>). Find one article published in the last 10 years on motivation in this group of students. Provide a detailed summary of this article (IN YOUR OWN WORDS). What does this mean for your own future practice in education, if anything? Do you see any problems with what these researchers did? With their conclusions? Are their conclusions different from what is in the textbook? If so, why do you think these differences exist? Which do you agree with more, and why? Provide a detailed review including these various elements, with an emphasis on what this research might mean for educational practice/teaching.
   10. Interview five friends.
       1. Interview five of your friends, each on separate occasions, in a one-on-one setting, and inform them it is for a class project. Ask them each to recall their most motivating educational experience, and their least motivating educational experience. Ask them to describe each in detail. What was motivating/not motivating about this experience? Ask follow up questions. For example, if the answer is “the teacher”, ask “What about the teacher was motivating to you?” If they answer, “The subject matter was not motivating.” Ask the follow question, “What about the subject matter was not motivating for you.” Try to determine what specific factors in each situation were motivating, and not motivating. Do this for each of the five interviews. Write short summaries of the interviews. Then, compare and contrast. Are there factors in common? Are there things that most, or all, of your interviewees found motivating? Not motivating? How do these interviews compare with the material in the textbook? Also provide contact information for the five friends you interviewed.
   11. Create your own Mini-Project
       1. Think of a Mini-Project related to the course material that you wish to complete. Contact the course instructor with your idea before beginning work, to be sure the idea will be approved. Then, carry out your self-created Mini-Project! Feel free to create any fun, career-oriented, or innovative Mini-Projects. Just be sure to contact the course instructor with your idea before you actually complete it to ensure the idea will be accepted.
5. **Book Reflections**: At the end of each textbook, you will post a reflection over the book. This is a short (3-4 paragraph) reflection over what you learned, which points were most relevant to you, how you might apply the information, how it related to your own experiences, and what you found most/least helpful from that book. It is not a review of what the book said, although you may include some summary to highlight your reflection, but it is primarily reflective writing about the material we have read. Each reflection is worth up to 25 points.
6. **Course Evaluations**: You will also be asked at two points in the semester (mid-term and final) to complete an evaluation of the course, the course layout, textbooks, ease of access, and instruction/instructor. The evaluations are confidential, but upon completing it you will send an email to the instructor informing him you have completed it, and receive 10 points (at each evaluation point).
7. **Completed Assignment Table:** This assignment needs to be started at the beginning of the semester, and will help you to keep track of your work in this course throughout the semester. At the end of the semester, you will be expected to submit a completed assignment table, which lists all of your completed assignments for this class. This table will list which discussion questions you responded to, which questions you provided a peer response for, what dates you completed your other assignments, and what dates you submitted your exams. This serves two purposes: First, it helps you organize your work and ensure you keep up with all of your assignments as you mark them complete in your assignment table. Second, in the event there should be a discrepancy between the instructor’s gradebook and your own records, it makes it easy to verify and track where the problem may lie. A sample assignment table is posted in the Content section of D2L. The completed assignment table will be worth up to 20 points.
8. **Exams:** There are two exams in this course – a midterm and a final. Each exam is essay-based, application focused, and not time-limited. You will download the exam from D2L, complete it using your own knowledge and the textbooks (and no other resources), and then submit your completed exam to the dropbox. Each exam is worth up to 75 points.

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

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| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Introduction | 30 points |
| Discussion Questions | 280 points |
| Peer Reponses | 140 points |
| Mini-Projects | 300 points |
| Book Reflections | 50 points |
| Course Evaluations | 20 Points |
| Assignment Table | 20 points |
| Exams | 150 points |
| **TOTAL POINTS** | **1000 points** |

**LATE WORK POLICY:**

Late work is not acceptable in college work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor! Do not wait until you have fallen behind by multiple weeks – as soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and forming a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, stop by, Skype, whatever you need to do to get in contact!

**EXTRA CREDIT POLICIES:**

Students can earn up to five percent extra credit in the course through the following activities:

1. **Research Participation:** Students can sign up for research studies through the OSU College of Education SONA system, which will allow them to view various studies that are available and sign up for those they are interested in. The SONA system can be accessed at <http://okstate-coeosu.sona-systems.com/>. Additional information on the College of Education SONA system can be found in the Content section of the D2L site.
2. **Meet with Your Instructor:** Student can earn extra credit by meeting with the course instructor 2 to 3 times throughout the course of the semester. For this, the meetings need to be at least one week apart. Ideally, these would be used to discuss course progress and the Mini-Projects.
3. **Research Paper.** A third means of earning extra credit is by reading articles that are relevant to the topics discussed in class.  You will read a peer-reviewed academic article and write a *summary* (4 pages, APA, double spaced, 1-inch margins, 12-point font). You need to submit your summary along with an original copy of the article by **5:00 pm on the Friday before Finals Week**. Your instructor MUST APPROVE OF THE TOPIC. Most likely, you will be required to use the bank of research resources available from the instructor. You will prepare these typed, double-spaced papers and submit them to your instructor**.** Your instructor may establish specific writing or other requirements in regard to submitting these papers.  Seek clarification from your instructor in a timely manner.

**Course Calendar:**

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| --- | --- | --- | --- | --- | --- |
| **Week** |  | **Readings** | **Content** | **Assignments, Performance Objectives, Final** | **Due** |
| 1  1/9/12 | Brophy, J. (2004). *Motivating Students to Learn* (2nd ed.) | Preface  Chapter 1 | Student Motivation: The Teacher’s Perspective | * Post Introduction * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs & Introduction due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 2  1/16/12 | Chapter 2 | Establishing a Learning Community in Your Classroom | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post First Mini-Project | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mini-Project due Friday by 11:59PM |
| 3  1/23/12 | Chapter 3 | Supporting Students’ Confidence as Learners | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 4  1/30/12 | Chapter 4 | Goal Theory | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post Second Mini-Project | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mini-Project due Friday by 11:59PM |
| 5  2/6/12 | Chapter 5 | Rebuilding Discouraged Students’ Confidence and Willingness to Learn | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 6  2/13/12 | Chapter 6 | Providing Extrinsic Incentives | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post Third Mini-Project | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mini-Project due Friday by 11:59PM |
| 7  2/20/12 | Chapter 7  Chapter 8 | Self Determination Theory of Intrinsic Motivation  Other Ways to Support Students’ Intrinsic Motivation | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 8  2/27/12 | Chapter 9  Chapter 10 | Stimulating Students’ Motivation to Learn  Socializing Uninterested or Alienated Students | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post Fourth Mini-Project * Mid-term Course Evaluation | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mini-Project due Friday by 11:59PM * Complete Mid-Term Course Evaluation by Sunday at 11:59PM |
| 9  3/5/12 | Chapter 11  Chapter 12 | Adapting to Differences in Students’ Motivational Patterns  Looking Back and Ahead | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post First Book Reflection * Submit Mid-Term Exam | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mid-Term Exam due Friday by 11:59PM * Book Reflection due Sunday by 11:59PM |
| 10  3/12/12 | Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn* (3rd ed.) | Chapter 1  Chapter 2 | Understanding Motivation for Adult Learners  Understanding How Aging and Culture Affect Motivation | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post Fifth Mini-Project | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mini-Project due Friday by 11:59PM |
| 11  3/19/12 | Spring Break – No Assigned Work | | | * No Assigned Work |
| 12  3/26/12 | Chapter 3  Chapter 4 | Chacteristics and Skills of a Motivating Instructor  What Motivates Adults to Learn | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 13  4/2/12 | Chapter 5  Chapter 6 | Establishing Inclusion Among Adults  Helping Adults Develop Positive Attitudes Toward Learning | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 14  4/9/12 | Chapter 7  Chapter 8 | Enhancing Meaning in Learning Activities  Engendering Competence Among Adult Learners | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses * Post Sixth Mini-Project | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM * Mini-Project due Friday by 11:59PM |
| 15  4/16/12 | Chapter 9  Epilogue | Ethical Considerations for an Instructor of Adults | * Read * Post 2 Discussion Question Responses * Post 2 Peer Responses | * DQs due Wednesday by 11:59PM * PRs due Sunday by 11:59PM |
| 16  4/23/12 | (Pre-finals Week) | Wrapping Up | * Post Second Book Reflection * Submit Assignment Table * Complete Course Evaluation (if not already done) | * Book Reflection due Sunday by 11:59PM * Assignment Table due Sunday by 11:59PM * Course Evaluation due Sunday by 11:59PM |
| 17  4/30/12 | **(Finals Week)** | Final Exam | **Final exam** | * Final Exam due Monday by 11:59PM |

**Possible Changes to the Syllabus:**

“This syllabus is your contract for production in the course. If changes are made to it they will be posted on Desire 2 Learn. No changes increasing requirements will be made as they might adversely affect your grade.”

**Additional Information and Resources:**

**Academic Integrity:** “I will respect OSU’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.” Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned.  Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University.  You have the right to appeal the charge.  Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, [academicintegrity.okstate.edu](applewebdata://87CC91E0-1DEA-45C4-B616-8134158E7C0A/academicintegrity.okstate.edu).

Refer to the Contents Section for these additional course documents:

1. Oklahoma State University Syllabus Attachment Spring 2012

<http://osu.okstate.edu/acadaffr/aa/syllabusattachmenet-Spring.htm>

2. Oklahoma State University Office of the Registrar Enrollment Guide Spring 2012.