
EDPSY 528A: Achievement Motivation in Education
Winter 2019, Thursdays, 4:30 to 6:50pm
LOW 220

Instructor

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Office hours: By appointment

Course description

This seminar will provide a broad overview of achievement motivation in education. We will survey various topics related to achievement motivation, with a focus on the most recent empirical research and theory building. Due to the small size of the class as well as the diverse experiences and expertise represented in our group, your active participation in discussions will help make this class a successful and rewarding learning experience for all.

Course website

Articles, assignments, and grades will be posted on the Canvas course page:
<https://canvas.uw.edu/courses/1255169>

Course objectives

By the end of the course, you should be able to:

1. Critically read peer-reviewed journal articles related to motivation
2. Articulate how motivational theories are similar and different from each other
3. Understand how motivation changes as a function of development
4. Understand how culture and context can shape motivation
5. Describe different methods of measuring individual differences in motivation
6. Describe different strategies/interventions for enhancing motivation in real-world environments

Course requirements

(50% of grade) Readings and attendance/participation in class discussions. You are expected to complete the readings for each week prior to class and to discuss the readings during class. Starting with Week 3, you will identify and read one additional reading of your choice related to the topic. This reading can be a journal article, newspaper or magazine article, blog post, opinion piece, or anything else! These readings will broaden and enrich our class discussions and will give you an opportunity to be a “mini-expert” on a specific aspect of the week’s topic. In addition, you will prepare and submit written reflections and discussion questions related to the readings. Your written responses will be used to spark class discussion.

(25% of grade) Leading class discussion. At the beginning of the term, you will have the opportunity to sign up for a topic that interests you. Then, once during the term, you will co-lead a class discussion (either by yourself or with another colleague).

(25% of grade) Term project. The term project consists of a written paper and a presentation. This project will provide an opportunity for you to expand on what you have learned in the course by exploring a topic of particular interest to you. As you learn different motivational theories and perspectives, you will evaluate their usefulness for understanding and exploring the question you will examine in your project.

You must complete this project in order to receive a passing grade in the class. More details will be provided later in the term.

Attendance

I expect you to attend every class session on time, having completed any required readings and assignments prior to class. However, if a medical issue, family emergency, or other extenuating circumstance arises that will lead to an extended absence from class, please email me as soon as possible to discuss options. I am also happy to accommodate the observation of religious and cultural practices and holidays, just let me know ahead of time!

Access and accommodations

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at (206) 543-8924 or uwdrs@uw.edu or <http://disability.uw.edu>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, myself, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Academic integrity policy

The College of Education holds very high standards regarding academic integrity. Work submitted in this course must be the product of your own original effort. When you incorporate the works, words, or ideas of another, you must provide proper citations. If you are concerned about plagiarism, have questions about legitimate forms of collaboration, or are unclear about appropriate methods of citation, consult a style manual or the instructor. Along with plagiarism and unauthorized collaboration, other forms of academic misconduct include (but are not limited to) falsifying attendance records and submitting the work of others as if it were your own. Violations of the Academic Integrity Policy will result in sanctions that can range from disciplinary warning, to probation or suspension, to—in the event of severe or repeated violations—dismissal from the University. For more information please refer to the College of Education’s Academic Integrity Policy and related procedures: <http://education.uw.edu/my-coe/current-students/academic-policies>. By enrolling in this class, you agree to abide by these policies.

Grading policy

Your course grade on a 4.0 scale will be determined based on the standard procedures for reporting grades for graduate students as detailed here: <https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/>

Course schedule

This schedule and reading list are subject to change depending on the flow of the course, classroom interests, and student feedback.

Date	Details
Week 1: January 10, 2019	Topic: Introduction Part 1 No assigned reading
Week 2: January 17, 2019	Topic: Introduction Part 2 Pintrich, P. A. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. <i>Journal of Educational Psychology</i> , 95(4), 667–686. REVIEW/COMMENTARY Nolen, S. B., Horn, I. S., & Ward, C. J. (2015). Situating motivation. <i>Educational Psychologist</i> , 50(3), 234–247. REVIEW/COMMENTARY
Week 3: January 24, 2019	Topic: Goal theory Senko, C., Hulleman, C. S., & Harackiewicz, J. M. (2011). Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions. <i>Educational Psychologist</i> , 46(1), 26–47. REVIEW/COMMENTARY Butler, R. (2007). Teachers’ achievement goal orientations and associations with teachers’ help seeking: Examination of a novel approach to teacher motivation. <i>Journal of Educational Psychology</i> , 99(2), 241–252. EMPIRICAL Patrick, H., Kaplan, A., & Ryan, A. M. (2011). Positive classroom motivational environments: Convergence between mastery goal structure and classroom social climate. <i>Journal of Educational Psychology</i> , 103(2), 367–382. EMPIRICAL + one reading of your choice
Week 4: January 31, 2019 [Students co-lead class discussion]	Topic: Mindset Haimovitz, K., & Dweck, C. S. (2017). The origins of children’s growth and fixed mindsets: New research and a new proposal. <i>Child Development Perspectives</i> , 88(6), 1849–1859. REVIEW/COMMENTARY Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. <i>Proceedings of the National Academy of Sciences</i> , 113(31), 8664–8668. EMPIRICAL Schroder, H. S., Fisher, M. E., Lin, Y., Lo, S. L., Danovitch, J. H., & Moser, J. S. (2017). Neural evidence for enhanced attention to mistakes among school-aged

	<p>children with a growth mindset. <i>Developmental Cognitive Neuroscience</i>, 24, 42–50. EMPIRICAL</p> <p>+ one reading of your choice</p>
<p>Week 5: February 7, 2019</p> <p>[Students co-lead class discussion]</p>	<p>Topic: Expectancy-value theory and interest</p> <p>Jiang, Y., Rosenzweig, E. Q., & Gaspard, H. (2018). An expectancy-value-cost approach in predicting adolescent students' academic motivation and achievement. <i>Contemporary Educational Psychology</i>, 54, 139–152. EMPIRICAL</p> <p>Kim, M. H., Marulis, L. M., Grammer, J. K., Morrison, F. J., & Gehring, W. J. (2017). Motivational processes from expectancy-value theory are associated with variability in the error positivity in young children. <i>Journal of Experimental Child Psychology</i>, 155, 32–47. EMPIRICAL</p> <p>Renninger, K. A., & Hidi, S., (2011). Revisiting the conceptualization, measurement, and generation of interest. <i>Educational Psychologist</i>, 46(3), 168–184. REVIEW/COMMENTARY</p> <p>Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. <i>Science</i>, 326, 1410–1412. EMPIRICAL</p> <p>+ one reading of your choice</p>
<p>Week 6: February 14, 2019</p> <p>[Students co-lead class discussion]</p>	<p>Topic: Grit</p> <p>Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92(6), 1087–1101. EMPIRICAL</p> <p>Crede, M., Tynan, M. C., & Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. <i>Journal of Personality and Social Psychology</i>, 113(3), 492–511. EMPIRICAL</p> <p>Datu, J. A. D., Yuen, M., & Chen, G. (2018). Exploring determination for long-term goals in a collectivist context: A qualitative study. <i>Current Psychology</i>, 37, 263–271. EMPIRICAL</p> <p>+ one reading of your choice</p>
<p>Week 7: February 21, 2019</p> <p>[Students co-lead class discussion]</p>	<p>Topic: Identity-based motivation</p> <p>Destin, M., Manzo, V. M., & Townsend, S. S. M. (2018). Thoughts about a successful future encourage action in the face of challenge. <i>Motivation and Emotion</i>, 42, 321–333. EMPIRICAL</p>

	<p>Nurra, C., & Oyserman, D. (2018). From future self to current action: An identity-based motivation perspective. <i>Self and Identity</i>, 17(3), 343–364. EMPIRICAL</p> <p>Solanki, S. M., & Xu, D. (2018). Looking beyond academic performance: The influence of instructor gender on student motivation in STEM fields. <i>American Educational Research Journal</i>, 55(4), 801–835. EMPIRICAL</p> <p>+ one reading of your choice</p>
<p>Week 8: February 28, 2019</p> <p>[Students co-lead class discussion]</p>	<p>Topic: Motivation and culture</p> <p>Kumar, R., Zusho, A., & Bondie, R. (2018). Weaving cultural relevance and achievement motivation into inclusive classroom cultures. <i>Educational Psychologist</i>, 53(2), 78–96. REVIEW/COMMENTARY</p> <p>Urdu, T., Solek, M., & Schoenfelder, E. (2007). Students' perceptions of family influences on their academic motivation: A qualitative analysis. <i>European Journal of Psychology of Education</i>, 22(1), 7–21. EMPIRICAL</p> <p>Froiland, J. M., Davison, M. L., & Worrell, F. C. (2016). Aloha teachers: Teacher autonomy support promotes Native Hawaiian and Pacific Islander students' motivation, school belonging, course-taking and math achievement. <i>Social Psychology of Education</i>, 19, 879–894. EMPIRICAL</p> <p>+ one reading of your choice</p>
<p>Week 9: March 7, 2019</p> <p>[Students co-lead class discussion]</p>	<p>Topic: Schools and classrooms</p> <p>Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation, and stage-environment fit. In R. M. Lerner & L. Steinberg (Eds.), <i>Handbook of adolescent psychology: Individual bases of adolescent development</i> (pp. 404–434). Hoboken, NJ: John Wiley & Sons. REVIEW/COMMENTARY</p> <p>Ruzek, E. A., Domina, T., Conley, A. M., Duncan G. J., & Karabenick, S. A. (2015). Using value-added models to measure teacher effects on students' motivation and achievement. <i>Journal of Early Adolescence</i>, 35(5-6), 852–882. EMPIRICAL</p> <p>Praetorius, A., Lauermann, F., Klassen, R. M., Dickhauser, O., Janke, S., & Dressel, M. (2017). Longitudinal relations between teaching-related motivations and student-reported teaching quality. <i>Teaching and Teacher Education</i>, 65, 241–254. EMPIRICAL</p> <p>+ one reading of your choice</p>
<p>Week 10: March 14, 2019</p>	<p>Topic: Term project presentations</p>