I. Title  EDU 631: Motivation and Learning Theory

II. Course Purpose
This course is designed for experienced teachers to examine theories of motivation and learning and how these interact with their classroom experiences and personal theories of learning. The focus of the course will be on formulating practical solution to classroom problems through the use of classroom inquiry, teacher reflection, theory generation, course discussion, and critique of the literature and current research.

III. Catalog Description
An examination of theories of human motivation and learning, human growth, learning styles, teaching behaviors and learning environments necessary to achieve congruency with these theories.

IV. Course Objectives
The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Teacher Internship Program and/or Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher Standards.

A. The teacher will investigate the theories that serve as the foundation for understanding learning and motivation. (Standard 2; Disposition 3,4)

B. The teacher in the role of a reflective decision maker will examine contemporary issues and trends of learning and motivation that may apply to their professional or personal concerns. (Standard 7; Disposition 3,4)

C. The teacher will research findings concerning learning and motivation and the social, cultural, political, and economic forces which can affect the motivation and learning capabilities of students. (Standards 3,4; Disposition 2)

D. The teacher will extend the theories of learning and motivation to "real-life" classroom situations in order to make decisions regarding adapting instructional strategies to meet the diverse needs of students. (Standards 3, 4; Disposition 3,5)

E. The teacher will collaborate with and provide feedback to colleagues about educational theory, current research, in the design of course projects. (Standard 8; Disposition 6)

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course through action research projects designed to improve teacher practices through consideration of theory, research, and student assessment data leading to praxis.
The theme of Diversity is explored in the course through consideration of how to improve the learning and motivation of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

Technology is addressed through the use of web resources to find pertinent research to address teacher identified classroom problems.

V. Content Outline/Course Activities

1. Literature Review and Classroom Investigation of Motivation or Learning Problem
   Teachers will develop a literature review of a classroom motivation or theory problem derived from the teacher’s experience. The review will consist of the identification of a classroom problem situated in the context of the teacher’s experience, the selection and review of 10 professional articles from professional teaching sources (paper or internet) and a review of the literature in relation to the teacher’s stated problem. The literature review will be shared with the class. (Objective A/Standard 2; Objective B/Standard 7; Objective C/Standard 3, 4)

2. Generative Conceptualization of a Theory of Learning
   Teachers will individually develop a theory of learning based on content from the course, classroom experiences, and personal values and beliefs. The product could take several forms including a metaphor, a model, a narrative description, artwork, a journal, letter or story. The purpose of theory generation is for teachers to develop a conceptualization of how student learn based on the four major theory systems which is animated with their personal belief system and experiences. These will be presented and reviewed in discussion groups at the end of the course. (Objective A/Standard 2; Objective B/Standard 7; Objective C/Standard 3, 4)

3. Chapter Readings & Quizzes
   Teachers will read textbook chapters and other journal articles and take a 10 point quiz after each reading. (Objective B/Standard 7; Objective E/Standard 8)

4. Discussion Group Questions
   Assigned discussion groups will review questions from each textbook chapter or journal article and document the resulting discussion as teachers make connections to their particular professional situation. Working in discussion groups, promotes teacher collaboration, reflection, the use of dialogue to construct personal meaning, and increased responsibility for self-directed learning. A group grade will be assigned to assess the quality of the discussion. (Objective A/Standard 2; Objective B/Standard 7)

4. Final Exam
   Teachers will complete a final exam that reviews the content of the course. (Objective A/Standard 2; Objective E/Standard 8)

VI. Instructional Activities

Group work will be a key instructional methodology for the investigation, discussion and critique of course content. Group accountability will be based upon peer evaluation in the groups and the production of course products. Teachers will work
independently to produce a literature review that is related to a current classroom problem. The instructor will present a series of mini-lectures on the various theories of motivation and learning which teachers will react to in a reflective journal and process and organize using a learning theory grid. Reflection as the foundation for self-assessment and teacher development will be emphasized in all aspects of the course and assignments.

VII. Field and Clinical Experiences:
The teacher’s classroom will serve as a laboratory for the investigation of the concepts presented in this course.

VIII. Evaluation Criteria
Provided by instructor.

IX. Attendance Policy:
Regular attendance is required and expected.

X. Academic Honesty Policy:
Plagiarism and cheating are unacceptable. The department adheres to the academic honesty policy stated in the Graduate Bulletin.


Bibliography:
## Proposed Course Calendar & Outline

(dates and activities subject to change according to the needs and interests of the class)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings</th>
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<tr>
<td>Overview of Course &amp; Syllabi</td>
<td>Chapter 1</td>
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<tr>
<td>Introduce Generative Theory/Literature Review</td>
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<td>Library Tour</td>
<td>Chapter 5</td>
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<td>Behavioristic</td>
<td>Chance/Kohn</td>
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<td>Developmental</td>
<td>Patterson</td>
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<td>Humanistic</td>
<td>Chapter 6</td>
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<td>Due: 5 article abstracts</td>
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<td>Motivation</td>
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Individual Conferences

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Due: Draft of Literature Review (in class peer editing)

Diversity Chapter 4

Due: Presentations of Generative Theory Projects

Final Exam
Due: Literature Review