School of Education

EDST5321
Motivation in Educational Settings

Term 2 2021

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course   -outlines/

The School of Education acknowledges the   Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION
   Faculty of Arts, Design & Architecture
   School of Education
   EDST 5321 Motivation in Educational Settings (6 units of credit)
   Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	A/Prof Paul Evans
Office Location:	Morven Brown G50
Email:	paul.evans@unsw.edu.au
Availability:	See Moodle for online course help forum, or via email for an appointment

3. COURSE DETAILS

Course Name	EDST 5321 Motivation in Educational Settings
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5321T2

   SUMMARY OF THE COURSE

   What makes students want to achieve highly and engage deeply in learning? What makes students want to study some subjects over others? What makes anyone want to do anything at all? This course covers a range of contemporary perspectives on motivation that offer some ways to answer these questions. Some topics include values and attitudes, creativity, flow, choice, rewards, punishment, and passion.

   THE MAIN WAITS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK ARE:

   - This course was previously run as an 'intensive' face-to-face class and as a blended (face-to-face and online) class. It has now been adapted to a fully online format. Previous student

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Understand the key tenets and constructs of self-determination theory including its assumptions about the nature of human behaviour	1
2	Conduct independent research into a specialised topic within motivation related to educational settings	1,2
3	Apply understandings of motivation to various educational settings	1,2

PROGRAM LEARNING OUTCOMES

Standard	Assessment/s
1	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH
The major focus of this course is on contemporary accepted theories of motivation and their evidence. These theories are often at odds with what has been accepted in the early 20th century, and also with folk or intuitive understandings about motivation. The perspectives that are discussed are chosen because they are theoretically sound, empirically verified, and have implications for educational settings. Through the seminar assessment task, students may either bring additional perspectives or discuss perspectives already covered in class in more detail.

5. TEACHING STRATEGIES
Students will be presented with information during classes about major theories of motivation and their empirical evidence. Discussions will play a key role in developing students' thinking about how the theories might be applied to various educational settings.

6. COURSE CONTENT AND STRUCTURE
The course will be delivered via a combination of self-paced and interactive activities. The topics below are subject to change. Each topic involves prerecorded video lectures, discussion activities, and for the main topics, a live scheduled class delivered online.

Each topic spans from 1 to 3 weeks, and you can complete the activities at your own pace. But it is expected that you regularly (weekly) engage with course materials, discussions, and classes during each topic.

Module	Topic

8.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5321 MOTIVATION IN EDUCATIONAL SETTINGS