

University of Southern California

Rossier School of Education

Master's of Education in Learning Design and Technology (ME LDT)
Course Syllabus

EDUC 503: Learning and Motivation

Fall 2015

INTRODUCTION

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Dr. Rebecca Lundeen is a nationally certified school psychologist and educator with experience in curriculum design, Response-to-Intervention, psychoeducational assessment, program evaluation, and consultation. She has taught preschool, K-12, and adult learners in formal and informal contexts for over 10 years, and is currently a consultant for the Los Angeles County Office of Education. There she designed a countywide model of intervening services to support the social-emotional and early literacy development of 13,000 Head Start preschool children. She continues to support implementation by facilitating trainings, modeling instruction, and aiding the fidelity of intervention through consultation with teachers and key stakeholders. Dr. Lundeen earned her Ed.D. in Educational Psychology from the USC Rossier School of Education, and her M.A.Ed. in Educational Psychology from Azusa Pacific University where she was awarded Outstanding Graduate Student. She is a Trojan at heart, also earning her B.A. in Psychology and Sociology from USC. Dr. Lundeen is passionate about best practices in education, with specific interest in learning, motivation, self-regulation, and children's social-emotional development.

Relation to Rossier mission in urban education: The mission of the USC Rossier School of Education is to improve learning in urban education locally, nationally and globally. The program and this course is a critical component of the USC Rossier School of Education mission to improve learning in urban education locally, nationally and globally. An important aspect of this mission is to apply Rossier's Guiding Principles by providing leadership to address instructional design and delivery issues so that all learners have access to learning in a variety of contexts and in which outcomes can be measured and accountable to appropriate stakeholders.

PURPOSE

The purpose of this course is to provide a sequence of readings and learning experiences that will enable consistent application of principles of learning and motivation in analyzing the learner, learning task and learning environment, designing learning experiences in a variety of settings and assessing progress towards the expected learning outcomes. The readings will discuss the concepts and measurement of attention, efficacy, interest and value, metacognition and self-regulation, among others. The principles discussed in the course are derived from the behavioral, cognitive, social-cognitive, and socio-cultural learning theories.

LEARNING OUTCOMES

By the completion of this course, you will be able to:

1. Analyze and assess the learner, the learning task, and learning environment
2. Develop learning outcomes aligned with instructional activities and assessments
3. Apply learning and motivation principles to create instructional activities and interventions for diverse learners in a variety of settings
4. Assess learning and motivation in a variety of learning contexts in both formative and summative ways
5. Demonstrate proficiency in academic writing and critical research review skills
6. Demonstrate effective oral presentation skills

REQUIRED TEXTBOOKS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Mayer, R. E. (2011). *Applying the science of learning*. Boston, MA: Pearson Education.

REQUIRED ARTICLES (available via ARES)

Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist*, 44(3), 176-192.

Anderman, E., & Anderman, L. (2009). *Attribution theory*. Retrieved from <http://www.education.com/reference/article/attribution-theory/>

Baker, L. (2009). *Metacognition*. Retrieved from <http://www.education.com/reference/article/metacognition/>

Blakey, E., & Spence, S. (2008). *Developing metacognition*. Retrieved from http://www.education.com/reference/article/Ref_Dev_Metacognition/

Carpenter, S. K. (2013). Testing enhances the transfer of learning. *Current Directions in Psychological Science*, 21(5), 279-283.

Dembo, M. H., & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal*, 100(5), 473-490.

Dweck, C. (2009). *Theories of intelligence*. Retrieved from <http://www.education.com/reference/article/theories-of-intelligence/>

Eccles, J. (2009). *Expectancy Value Motivational Theory*. Retrieved from <http://www.education.com/reference/article/expectancy-value-motivational-theory/>

Educause. (2011). *7 things you should know about gamification*. Retrieved from <http://net.educause.edu/ir/library/pdf/ELI7075.pdf>

- Harris, C., & Marx, R. (2009). *Authentic tasks*. Retrieved from <http://www.education.com/reference/article/authentic-tasks/>
- Hodkinson, P., Colley, H., & Malcolm, J. (2003) The interrelationships between informal and formal learning. *Journal of Workplace Learning*, 15(7/8), 313-318.
- Horner, R., & Spaulding, S. (2009). *Rewards*. Retrieved from <http://www.education.com/reference/article/rewards/>
- Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). *NMC Horizon Report: 2014 Higher Education Edition* (pp. 42-45). Retrieved from <http://cdn.nmc.org/media/2014-nmc-horizon-report-he-EN-SC.pdf>
- Johnson, E., & Jenkins, J. (2009). *Formative and summative assessment*. Retrieved from <http://www.education.com/reference/article/formative-and-summative-assessment/>
- Kaplan, A. (2012). *Intrinsic and extrinsic motivation*. Retrieved from <http://www.education.com/reference/article/intrinsic-and-extrinsic-motivation/>
- Kirschner, P., Kirschner, F., & Paas, F. (2009). *Cognitive Load Theory*. Retrieved from <http://www.education.com/reference/article/cognitive-load-theory/>
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based experiential and inquiry-based teaching. *Educational Psychologist*, 41(2), 75-86.
- Kirschner, P. A., & van Merriënboer, J. J. G. (2013). Do learners really know best? Urban legends in education. *Educational Psychologist*, 1-15.
- Kirkpatrick, D. L. (2006). Seven keys to unlock the four levels of evaluation. *Performance Improvement*, 45(7), 5-8.
- Kirkpatrick, J. (2008). *The new world level 1 reaction sheets*. Retrieved from <http://www.kirkpatrickpartners.com/Portals/0/Storage/The%20new%20world%20level%201%20reaction%20sheets.pdf>
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice* 41(4), 212-218.
- Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, 38(1), 43-52.
- Morrison, G. S. (2013). *Informal methods of assessment*. Retrieved from <http://www.education.com/reference/article/informal-methods-assessment/>
- Nichols, S., & Sullivan, J. (2009). *Competition*. Retrieved from <http://www.education.com/reference/article/competition/>
- Pajares, F. (2009). *Self-efficacy theory*. Retrieved from <http://www.education.com/reference/article/self-efficacy-theory/>

- Pekrun, R. (2009). *Student emotions*. Retrieved from <http://www.education.com/reference/article/student-emotions/>
- Pinker, S. (2013). George A. Miller (1920-2012). *American Psychologist*, 68(6), 467-468.
- Schmidt, H. G., Loyens, S. M., van Gog, T., & Paas, F. (2007). Problem-based learning is compatible with human cognitive architecture: Commentary on Kirschner, Sweller and Clark (2006). *Educational Psychologist*, 42(2), 91-97.
- Schraw, G., & McCrudden, M. (2013). *Information processing theory*. Retrieved from <http://www.education.com/reference/article/information-processing-theory/>
- Schunk, D. (2009). *Self-regulated learning*. Retrieved from <http://www.education.com/reference/article/self-regulated-learning/>
- Schunk, D. H., Pintrich, P. R., & Meece, J. (2012). *Motivation*. Retrieved from <http://www.education.com/reference/article/motivation/>
- Shraw, G., & Lehman, S. (2009). *Interest*. Retrieved from <http://www.education.com/reference/article/interest/>
- Shuell, T. (2013). *Theories of learning*. Retrieved from <http://www.education.com/reference/article/theories-of-learning/>
- Stipek, D. (2014). *Effective classroom practice: Evaluation*. Retrieved from <http://www.education.com/reference/article/effective-classroom-practice-evaluation/>
- Stoudt, A. (2009). *The best way to praise children: An expert Q&A*. Retrieved from <http://www.education.com/magazine/article/praise-children-expert/>
- Svinicki, M. D. (2008). *Student goal orientation, motivation and learning*. Retrieved from http://www.education.com/reference/article/Ref_Student_Goal/
- Yough, M., & Anderman, E. (2009). *Goal orientation theory*. Retrieved from <http://www.education.com/reference/article/goal-orientation-theory/>

RECOMMENDED READING

The recommended articles will not be discussed during class sessions but are included as seminal readings that you may choose to review for your professional practice.

- Anderson, L.W., & Krathwohl, D. R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Barnett, S. M., & Ceci, S. J. (2002). When and where do we apply what we learn? A taxonomy for far transfer. *Psychological Bulletin*, 128(4), 612-637.
- Blackwell, L., Trzesniewski, K., & Dweck, C. S. (2007). Implicit theories of intelligence

predict achievement across an adolescent transition: A longitudinal study and intervention. *Child Development*, 78, 246-263.

Denler, H., Walters, C., & Benzon, M. (2014). *Social cognitive theory*. Retrieved from <http://www.education.com/reference/article/social-cognitive-theory>

Eisenberger, R., & Cameron, J. (1996). Detrimental effects of reward: Reality or myth? *American Psychologist*, 51, 1153-1166.

Hidi, S. & Renninger, K. A. (2006), The four-phase model of interest development. *Educational Psychologist*, 41(2), 111-127.

Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain, and Education*, 1(1), 3-10.

Kalyuga, S., Renkl, A., & Paas, F. (2010). Facilitating flexible problem solving: A cognitive load perspective. *Educational Psychology Review*, 22, 175-186.

Kirschner, P.A., Ayres, P., & Chandler, P. (2011). Contemporary cognitive load theory research: The good, the bad, and the ugly. *Computer in Human Behavior*, 27, 99-105.

Pekrun, R., Elliot, A. J., & Maier, M. M. (2006). Achievement goals and discrete achievement emotions: A theoretical model and prospective test. *Educational Psychologist*, 98(3), 583-597.

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91-105.

Schunk, D. (2009). *Goal setting*. Retrieved from <http://www.education.com/reference/article/goal-setting/>

Scott, S., & Palinscar, A. (2013). *Sociocultural theory*. Retrieved from <http://www.education.com/reference/article/sociocultural-theory/>

Sitzmann, T., Kraiger, K., Steward, D., & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, 59, 623-664.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91.

CLASS TIME

Class Time and/or contact hours weekly: Contact time for this course is 2 hours and 30 minutes. Contact time will be met by a combination of online synchronous activities (live class meetings, live required office hours, guided student discussion, mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures and

moderated discussion forum).

The course will be taught based on the flipped classroom design. This design is based on research that clearly demonstrates that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, we've pre-recorded the lectures. You'll be expected to prepare for class by doing all the reading, watching all the videos and taking the quizzes – all before you come to class.

OUT-OF-CLASS ASSIGNMENTS

The out-of-class workload for this course is approximately 6 hours and 30 minutes per week. Out-of-class assignments include:

- Readings (approximately 2.5 hours weekly)
- Recorded lectures and quizzes (approximately 1.5 hours weekly)
- Written assignments (approximately 2.5 hours weekly)

ACTIVITIES AND ASSIGNMENTS

1. **Weekly quizzes** – There are 12 quizzes in total. You will complete the graded, open-notes and open-book quiz by 11:55 pm Pacific Standard Time prior to the day of class. The quiz will include ten multiple-choice questions (with one quiz including five items). You can take each quiz twice. The score of your second quiz will be recorded as your score in Gradebook. You have up to 30 minutes each time you take the quiz. The quiz will automatically close by 11:55 PST prior to day of class.
2. **Assignments** – You will bring all assignments as a draft to the live session for whole group and breakout group discussion. All assignments must be submitted to LMS by Sunday at 11:55 pm PST after class.
3. **Final project: Principles to Practice** – Total length of the final project will be 8-12 pages. The assignment is “theoretical” in the sense that you are not expected to actually implement it. Some of you, though, may choose to do so. The following are the components of the final project:

Description of Learning Task and Intended Learning Environment – What will you teach, to whom and in what type of an environment (formal, non-formal, informal)?

Prior Knowledge Assessment – What is the learner's prior knowledge and motivation?

Learning Outcomes – Create and justify two learning outcomes (one learning and one motivation).

Learning and Motivation Principles – Choose and justify three to four learning and motivation principles to support the two learning outcomes.

Instructional Strategies and Activities – Choose and justify 4-6 instructional strategies and related activities.

Evaluation Plan for Learning and Motivation – Create an assessment and evaluation plan for learning and motivation by addressing all four of Kirkpatrick's levels.

- 4. Participation and Attendance** - Students enrolled in this course are required to read *all* current assignments and complete all other exercises and projects required for each lesson BEFORE each class meeting where the lesson will be discussed. Please see the rubric below for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during the sessions they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. If you are absent for more than 25% of the scheduled class meetings, you must repeat the entire course. The following rubric provides a guide as to how **course participation** will be assessed.

<i>Active Participation</i>	<i>Moderate Participation</i>	<i>Low Participation</i>
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

GRADING

The final course grade will be computed from the assignments listed in the table below. Late assignments will receive a 10 percent reduction in points per day past the due date.

<i>Unit</i>	<i>Assignment</i>	<i>Weight</i>	<i>Due</i>
2-13	12 weekly quizzes @ 10 points each	24% (2% each)	Ongoing
3	Learning Task submitted	CR/NCR	9/13 at 11:55 pm PST
4	Prior Knowledge Assessment Plan	10%	9/20 at 11:55 pm PST
5	Learning Outcomes	10%	9/27 at 11:55 pm PST
6	Assessment and Evaluation Plan for Learning	10%	10/4 at 11:55 pm PST
7	Assessment and Evaluation Plan for Motivation	10%	10/11 at 11:55 pm PST

14	Final Project: Principles to Practice	28%	11/29 at 11:55 pm PST
All	Course Participation	8%	

The final grade for this course will be awarded using the following point scale:

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

Late Assignments

Any work that is submitted after the stated deadline will receive a 10% penalty for every 24-hour period that it is late. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration.

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. For DSP contact information, location, and hours visit: <http://dsp.usc.edu/>

Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not

possible to remove an IN by re-registering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

DISTANCE LEARNING

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Difficulties

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

EMERGENCIES AND COURSE CONTINUITY

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard (blackboard.usc.edu). For additional information about maintaining classes in an emergency please access: <http://learningdesign.usc.edu/emergency-preparedness/>

ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

COURSE CALENDAR

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments</i>
Unit 1 August 27	Learning, Motivation and Common Myths What is learning? What is motivation? What is the relationship between motivation and learning? What are some common learning and motivation myths?	Alexander et al. (2009) Schunk & Meece Motivation (education.com) Mayer (2011) – Preface & Introduction Kirschner & van Merriënboer (2013) <i>Recommended:</i> <i>Sitzmann et al. (2006)</i>	Self-assessment (Quiz 0) due 11:55 pm PST day before class
Unit 2 September 3	Learning Theories and Environments What are theories of learning? What are the distinguishing features of formal, non-formal, and informal learning environments? What are the key features of intrinsic vs. extrinsic motivation?	Read: Mayer, 16-19, 22-27 Shuell, Theories of learning (education.com) Kaplan, Intrinsic and extrinsic motivation (education.com) Hodgkinson, Colley & Malcolm (2003) <i>Recommended:</i> <i>Denler, Walters & Denzon, Social cognitive theory (education.com)</i> <i>Scott & Palinscar, Sociocultural theory (education.com)</i>	Quiz 1 due 11:55 pm PST day before class

Unit 3 September 10	Values, Interest, Intrinsic and Extrinsic Motivation What are the different types of value orientation and how do they relate to learning? What is the role of interest in the learning process? What are the differences between intrinsic and extrinsic motivation and how do they influence the learning process?	Eccles, Expectancy-Value Theory (education.com) Shraw & Lehman, Interest (education.com) Kaplan– Intrinsic and extrinsic motivation (education.com) Horner & Spaulding, Rewards (education.com) 7 things you should know about gamification (EDUCAUSE) Jane McConigal TED talk Horizon Report (2014) Games and gamification (p. 42) <i>Recommended:</i> <i>Hidi & Renninger (2006)</i> <i>Eisenberger & Cameron (1996)</i>	Quiz 2 due 11:55 pm PST day before class <i>Description of Learning Task and Intended Learning Environment -</i> bring draft to class for peer discussion. Final due by Sunday at 11:55 pm PST
Unit 4 September 17	Attention and Prior Knowledge How do humans process information and learn? What is the role of attention in the learning process? What factors influence attention? What is the role of prior knowledge in the learning process?	Schraw & McCrudden, Information Processing Theory (Education.com) Pinker (2013) Miller obituary Mayer 28-37, 120-121	Quiz 3 due 11:55 pm PST day before class <i>Prior Knowledge Assessment Plan -</i> bring draft to class for peer discussion. Final due Sunday at 11:55 pm PST
Unit 5 September 24	Instructional Goals Why are learning objectives and outcomes important to the process of learning? How do I create effective learning outcomes?	Krathwohl (2002) Mayer (2011) – Section 2 (How Instruction Works) – 52-61	Quiz 4 due 11:55 pm PST day before class <i>Learning Outcomes -</i> bring draft to class for peer discussion. Final due Sunday at 11:55 pm PST

Unit 6 October 1	Assessment and Evaluation How do I create an assessment that measures the desired level of learning and motivation? What are the different types of assessment?	Johnson & Jenkins, Formative and summative assessment (education.com) Morrisson, Informal methods of assessment (education.com) Kirkpatrick (2006) Kirkpatrick (2008) Mayer (2011) – Section 3 (How Assessment Works) – 91-125	Quiz 5 due 11:55 pm PST day before class <i>Assessment and Evaluation Plan for Learning – bring draft to class for peer discussion. Final due Sunday at 11:55 pm PST</i>
Unit 7 October 8	Self-Efficacy What is the role of efficacy in learning? How can I enhance learner self-efficacy?	Pajares, Self-efficacy theory (education.com) Schunk, Goal Setting (education.com) Stipek, Effective Classroom Practice: Evaluation (education.com) <i>Recommended:</i> <i>Zimmerman (2000)</i>	Quiz 6 due 11:55 pm PST day before class <i>Assessment and Evaluation Plan for Motivation - bring draft to class for peer feedback. Final due Sunday at 11:55 pm PST</i>
Units 8 October 15	Managing Cognitive Load What are the three different kinds of cognitive load? How do I manage learner cognitive load?	Kirschner, Kirschner, & Paas, Cognitive Load Theory (education.com) Mayer (2011) – Section 1 (How Learning Works) – 62-71 Mayer & Moreno (2003)	Quiz 7 due 11:55 pm PST day before class

Unit 9 October 22	Enhancing Metacognition/Self-Regulation Why are metacognition and self-regulation critical for effective learning? How can I promote learner metacognitive awareness and self-regulatory behaviors?	Baker, Metacognition (education.com) Blakey, Developing metacognition (education.com) Schunk, Self-regulated learning (education.com) Mayer – 42-43, 72-80 Dembo & Eaton (2000)	Quiz 8 due 11:55 pm PST day before class
Unit 10 October 29	Goal Orientation What is the difference between mastery and performance goal orientation? How do I promote mastery orientation in the learning task?	Yough & Anderman, Goal orientation theory (education.com) Svinicki, Student goal orientation, motivation and learning (education.com) Nichols & Sullivan, Competition (education.com)	Quiz 9 due 11:55 pm PST day before class
Unit 11 November 5	Emotions and Affect What is the role of affect in learning? How do I facilitate positive and epistemic emotions in the learner?	Pekrun, Student emotions (education.com) <i>Recommended:</i> <i>Pekrun, Goetz, Titz & Perry (2002)</i> <i>Pekrun, Elliot & Maier (2006)</i>	Quiz 10 due 11:55 pm PST day before class Optional: Draft of completed portions of the Final Project due day of class at 11:55 pm PST
Unit 12 November 12	Transfer Why is transfer critical in learning? How do I promote transfer of learning to different contexts?	Mayer – 20-21, 108-109 Harris & Marx, Authentic tasks (education.com) <i>Recommended:</i> <i>Barnett & Ceci (2002)</i> <i>Kalyuga, Renkl & Paas (2010)</i>	Quiz 11 due 11:55 pm PST day before class

Unit 13 November 19	Attributions and Beliefs about Intelligence What is the difference between effort and ability-based attributions? How can I promote effort-based attributions?	Anderman & Anderman (education.com) Dweck (education.com) Stoudt (education.com) <i>Recommended:</i> <i>Blackwell, Trzesniewski & Dweck (2007) Mindset</i>	Quiz 12 due 11:55 pm PST day before class Final project due Sunday, November 29 at 11:55 pm PST
No Live Session November 26	Happy Thanksgiving!		
Unit 14 December 3	Course Conclusion		Come to the live session ready to reflect on your growth as a learning designer.