



# School of Education

## EDST2044 Motivation in Learning and Teaching

Term 2 2020

## Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES.....	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE.....	5
7. RESOURCES.....	6
8. ASSESSMENT.....	7

**IMPORTANT:** For student policies and procedures relat000U: For student policies and proliclicies ano2 rea14o





## 6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-week program that includes one flexibility week.

This is an *indicative* course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* learning needs and interests.

Week	Topic
1	Introduction to course, requirements and introduction to Motivation
2	

## **7. RESOURCES**

**Readings (see Moodle for complete list)**

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards for Teachers Outcomes Assessed	Due Date
Reflection	1500 words	40%	1, 2	1.2, 1.5, 3.3	Monday 13 <sup>th</sup> July by 5pm
Annotated Lesson Plans	2500 words	60%	1, 2	1.2, 1.5, 3.3	Monday 10 <sup>th</sup> August by 5pm

### **Submission of assessments**

Students are assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## Assessment Details

### Reflection (40%) - 1500 words (NOT including references)

Reflecting on your school experiences (or work experiences), consider an inspirational teacher/mentor/boss. Describe **TWO** strategies this teacher/mentor/boss has used to motivate their students (or workers). (500 words)

Read the article: Ryan, R. M., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78. (This will be made available via Moodle and in a mass email that will be sent informing students about this assessment)

Reflecting on this Ryan and Deci article, describe **TWO** strategies a high school teacher could use to promote the psychological needs of autonomy **OR** competence **OR** relatedness in students. **(THESE MUST BE DIFFERENT TO THE STRATEGIES DESCRIBED IN THE FIRST REFLECTION)** (1000



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Student Name:  
Assessment Task 1: Reflection

Student No.:

**SPECIFIC CRITERIA**

|(-) —————> (+)|

**Understanding of the question or issue and the key concepts involved**

Understanding

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Student Name:

Student No.:

Assessment Task 2: Annotated Lesson Plans

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Demonstrates a clear understanding of the chosen motivational topics					
<b>Depth of analysis and/or critique in response to the task</b> Explicit integration of selected motivational topics into annotated lesson plans Insightful explanation of links between lessons and chosen motivational topics Appropriate use of resources to enhance lessons					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Use of relevant research to support arguments or positions					

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