

Ravi J. Matthai Centre for Educational Innovation
Indian Institute of Management, Ahmedabad

How to Motivate Students for Learning?

Term: December 2016 to March 2017

Offered to FPM

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This course provides an opportunity to develop an in-depth understanding of human learning and motivation theories and then apply this knowledge to make a meaningful contribution to the lives of students from the local schools.

Course Objectives

- To understand human learning and motivation theories
- To develop skills for conducting an intervention in a real setting
 - Identifying problems related to motivation in individuals
 - Identifying measurable goals for the intervention taking all stakeholders on board
 - Devising a comprehensive intervention plan
 - Monitoring and Evaluating the Intervention
 - Presenting the findings to Peers
- Writing and publishing case study on a public platform while protecting the identity of the case

Evaluation:

Blog for Class-Project: 50%

Providing Feedback to Peers: 10%

Class Presentation: 20%

Class Participation: 20%

Field-Project:

You will be working with 3 cases (students from local schools) who are not doing well as per their own expectations in their respective fields within an educational setting. The common thread could be the lack of motivation in their respective pursuit.

You need to devise, implement, monitor and evaluate an intervention (one for each case) that could help the individual do better in their respective pursuit. For this, you may have to spend about an hour/week with the individual throughout the course (~ total 10 weeks). You may also need to interact & work with other stakeholders (e.g., teachers, parents, spouses, etc.) to make your intervention more effective.

You need to create a blog:

- For each case you need to write the following sections (~ 2000 words for all sections):
 1. Case narrative with concealed identity of the individual (around 800 words): This could include the following details:

- Demographics (age, gender, social-economic status, parental educational level, caste/religion, linguistic/regional identity)
 - Personal & Family background
 - Significant stakeholders in individual's life
 - What could be the triggers for hope, motivation, frustration, fears, & happiness
 - What are challenges that the individual faces?
- 2. Goals for the intervention (should be measurable)
- 3. Description of the proposed intervention
- 4. Procedure for implementing & monitoring the intervention
- 5. Analytic Plan (describe how you tested if the intervention was successful)
- 6. Results
- 7. Limitations (include things you would have done differently) & Conclusion
- Create different tabs for different cases.
- In addition, write three blog posts: "Understanding the Case" (500 - 700 words; one blog-post per week)
 - You need to write if and how the theories you learn in classroom explain the beliefs, thinking, behaviours, rationalization, relationships, and motivations of your cases. Each post should talk about all three cases.

You are expected to provide constructive feedbacks to at least X classmates on their blog for each section.

You also need to present your project in class (during sessions 19 - 20).

General Readings:

TEXT BOOK: Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2012). *Motivation in education: Theory, research, and applications*. Pearson Higher Ed.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.

Winne, P. H., & Nesbit, J. C. (2010). The psychology of academic achievement. *Annual review of psychology*, 61, 653-678.

Session 1 & 2	Understanding the Class Structure Demonstration of Blog Creation Assigning Cases
	Introduction to Motivational Theories Chapter – 1, Schunk et al. (2012)

Session 3 & 4 Behaviourism Perspective (Due: Case Narrative Blog)	Conditioning of Mind: Classical & Operant McLeod, S. (2008). Classical Conditioning. http://www.simplypsychology.org/classical-conditioning.html Skinner, B. F. (1963). Operant behavior. <i>American Psychologist</i> , 18(8), 503.
	Works of Vygotsky & Piaget <ul style="list-style-type: none"> • Social Interaction & Development, Zone of Proximal Development • Cognitive Development Theory McLeod, S. A. (2015). Jean Piaget. Retrieved from www.simplypsychology.org/piaget.html McLeod, S. A. (2014). Lev Vygotsky. Retrieved from www.simplypsychology.org/vygotsky.html
Session 5 & 6 Value & Control Perspective	Expectancy Theory Chapter – 2, Schunk et al. (2012)
	Locus of Control - Attribution Theory Chapter – 3, Schunk et al. (2012) Weiner, B. (1985). An attributional theory of achievement motivation and emotion. <i>Psychological review</i> , 92(4), 548.
Session 7 & 8 Social Cognitive Perspective (Due: Understanding Case Blog-1)	Self-Efficacy Theory – Bandura Chapter – 4, Schunk et al. (2012) Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. <i>Psychological review</i> , 84(2), 191.
	Achievement Goal Theory Chapter – 5, Schunk et al. (2012) Covington, M. V. (2000). Goal theory, motivation, and school achievement: An integrative review. <i>Annual review of psychology</i> , 51(1), 171-200.
Session 9 & 10 Need Perspective	Abraham Maslow’s Hierarchy of Needs, Peak Experience, Flow Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i> , 117(3), 497.

	<p>Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal experience in work and leisure. <i>Journal of Personality and Social Psychology</i>, 56(5), 815.</p> <p>Privette, G. (1983). Peak experience, peak performance, and flow: A comparative analysis of positive human experiences. <i>Journal of Personality and Social Psychology</i>, 45(6), 1361.</p> <p>Maslow, A. H. (1943). A theory of human motivation. <i>Psychological Review</i>, 50(4), 370.</p> <p>Self-Deterministic Theory</p> <p>Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. <i>Psychological Bulletin</i>, 125(6), 627.</p> <p>Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68.</p> <p>Chapter – 7, Schunk et al. (2012)</p>
<p>Session 11 & 12 Social Cognitive Perspective with Task Value (Due: Understanding Case Blog-2)</p>	<p>Self-Regulated Learning</p> <p>Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. <i>Theory into Practice</i>, 41(2), 64-70.</p> <p>Lee, H. S., & Anderson, J. R. (2013). Student learning: What has instruction got to do with it?. <i>Annual review of psychology</i>, 64, 445-469.</p> <p>Growth Mindset</p> <p>Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. <i>Psychological Review</i>, 95(2), 256.</p> <p>Further Readings: Dweck, C. (2006). <i>Mindset: The new psychology of success</i>. Random House.</p>
<p>Session 13 & 14</p>	<p>Are Experts Born or Made?</p> <p>Clynes, T. (2016). How to raise a genius <i>Nature</i>. Available at: https://my.vanderbilt.edu/smpy/files/2013/01/Article-NATURE-2016.pdf</p> <p>Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. <i>Psychological Review</i>, 100(3), 363.</p> <p>Ericsson, K. A., Prietula, M. J., & Cokely, E. T. (2007). The making of an expert. <i>Harvard Business Review</i>, 85(7/8), 114.</p> <p>(Listen to Podcast) Freakonomics Radio. (April 27, 2016). How to Become Great at Just About Anything. http://freakonomics.com/podcast/peak/</p>

	<p>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.</p> <p>(Listen to Podcast) Freakonomics Radio. (May 4, 2016). How to Get More Grit in Your Life. http://freakonomics.com/podcast/grit/</p>
Session 15 & 16 (Due: Understanding Case Blog-3)	<p>Educational Organization and Motivation-1 & 2</p> <p>Chapter – 8 & 9, Schunk et al. (2012)</p> <p>Eccles, J. S., Wigfield, A., Midgley, C., Reuman, D., MacIver, D., & Feldlaufer, H. (1993). Negative effects of traditional middle schools on students’ motivation. <i>The Elementary School Journal</i>, 93, 553–574.</p> <p>Cornell, D., Shukla, K., & Konold, T. R. (2016). Authoritative school climate and student academic engagement, grades, and aspirations in middle and high schools. <i>AERA Open</i>, 2(2), 2332858416633184.</p>
Session 17 & 18	<p>Factors Beyond School (friends, family, & community) and Motivation</p> <p>Chapter – 10, Schunk et al. (2012)</p> <p>Cultural Differences in Motivation & Triggers</p> <p>Gambrel, P. A., & Cianci, R. (2003). Maslow's hierarchy of needs: Does it apply in a collectivist culture. <i>Journal of Applied Management and Entrepreneurship</i>, 8(2), 143.</p> <p>Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. <i>Psychological Review</i>, 98(2), 224.</p>
Session 19 & 20 (Due: all sections of the Blog)	<p>Class Presentations</p>

NOTE for SCHEDULING: The class is structured for the format of two sessions in one meeting. Students will be assigned cases in the first two sessions (first meeting). A week will be given to post case narratives on their blogs. Sessions 3 to 16 will be conducted within subsequent three weeks. During these three weeks, students will be required to write a blog-post every week on making sense of their case’s beliefs, thinking, rationalization, behaviour, relationships, and (lack of) motivation in light of classroom discussions.

Sessions 19 – 20 will be conducted in March, so that the students get sufficient time to devise, implement, monitor, and evaluate their intervention.