Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSYC230		
Course Title	Psychology of Learning and Educational Motivation		
Prerequisites	PSYC100 Introduction to Psychology		
Course Instructor	TSUDA Ayano	Year Available (Grade Level)	2
Subject Area	Psychology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	The main purpose of this course is to introduce some key concepts, issues, and perspectives of the psychology of learning and motivation. For the first half of the course, the goal is to understand the process by which humans learn and how their behavior changes through learning. The second half of the course focuses on the aspects of motivation, which will be discussed in relation to instruction in classroom settings, including research on various aspects of motivation in teachers (i.e., values, goals, self-efficacy, attributions, expectations, emotions) and their consequences for burnout, instruction, as well as student learning and engagement. Through in-class assignments, exams and reports, students will investigate and reflect on educational provisions, and incorporate theories related to motivation and learning into actual educational contexts.
Class plan based on course evaluation from previous academic year	The syllabus is subject to annual review and revision to incorporate insights and feedback from the previous year's course evaluations.
Course related to the instructor's practical experience (Summary of experience)	Not applicable
Learning Goals	Upon completion of the course, students will be equipped to: ·Apply knowledge of theoretical constructs and perspectives relevant to psychology of learning and motivation. ·Ability to critically evaluate research on teacher/student motivation, social processes, and motivation programs. ·Novel application of motivation theories and research to teacher education and classroom instruction through class discussions. ·Demonstrates a thorough understanding of psychology of learning and motivation related topics applying critical thinking to analyze and evaluate these theories through group activities.

iCLA Diploma Policy	DP1／DP2／DP3

iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Discussion, Debate／Group Work
More details/supplemental information on Active Learning Methods	Not applicable
Use of ICT	Google form, google classroom

Contents of class preparation and review	·Students must complete the recommended readings provided by instructors. ·Exams, and in-class written assignments will draw from lecture slides and class material. ·Attendance is crucial, and taking notes and engaging in class activities are key parts of preparation for exams. ·Review all class content post-lecture to prepare effectively.	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	1. Constructive feedback and feedforward on assignments 2. In-class discussions and works to encourage exchange of ideas 3. Additional feedback or guidance provided during individual meetings with the instructor upon request				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Mid-Term Exam	40%	
Take Home Exam	40%	
Class Participation and In-class Assignments	20%	

Required Textbook(s)	Lecture notes
Other Reading Materials/URL	· Ryan, Richard M. (ed.), The Oxford Handbook of Self-Determination Theory (2023; online edn, Oxford Academic, 23 Feb. 2023), https://doi.org/10.1093/oxfordhb/9780197600047.001.0001. · Hall, N. C., & Götz, T. (2013). Emotion, motivation, and self-regulation: A handbook for teachers. Emerald. ·De Houwer, J., & Hughes, S. (2020). The psychology of learning: An introduction from a functional-cognitive perspective. The MIT Press.

Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. All plagiarized text on your assignment will not be graded and this will very likely lead to failing. The repeated act of plagiarism will be reported to the University which may apply additional penalties. Students are expected to abide by academic integrity and honesty, and any cheating during exams or other assessments will be considered a serious offense and will result in a zero for the assessment. Cheating includes, but is not limited to, sharing answers with other students, using unauthorized materials, and taking actions that disrupt the integrity of the exams.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Not applicable

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	I: Psychology of Learning Topics Week 1: Introduction (1) Course and Assessment Overview (2) Historical Overview of Psychology
Class 2	(3) Innate Behavior vs. Learned Behavior
Class 3	Week 2: Early Experiences (1) Imprinting
Class 4	(2) Habituation (3) Generalization
Class 5	Week 3: Reinforcement Learning (1) Classical Conditioning
Class 6	(2) Operant Conditioning
Class 7	Week 4: Motor Learning (1)Motor Learning Theory
Class 8	(2)Closed-Loop Theory (3)Schema Theory
Class 9	Week 5: Language Learning I (1)Skinner's Verbal Behavior
Class 10	(2)Operant Conditioning and Language Learning

Class 11	Week 6: Language Learning II (1)Connectionism
Class 12	(2)Neural Network 4 / 5
Class 13	Week 7: Mid-term exam (1) Exam Revision
Class 14	(2) Mid-term Exam
Class 15	II: Motivation Topics Week 8: Types of Motivation (1) Intrinsic and Extrinsic Motivation
Class 16	(2) Values and Goals in Relation to Motivation
Class 17	Week 9: Motivation and School Achievement (1) Different Theories on Motivation
Class 18	(2) Motivation and its Relation to Achievement
Class 19	Week 10: Self-efficacy (1) Affect and Self-efficacy
Class 20	(2) Burnout
Class 21	Week 11: Attributions and Expectations (1) Attributions and Cross-cultural Differences
Class 22	(2) Teacher Expectations and Self-prophecy
Class 23	Week 12: Emotions (1) Types of Emotions in Education
Class 24	(2) Influences of Emotions in Learning and Teaching

Class 25	Week 13: Social Learning and Help-seeking (1) Individual vs. Social Learning
Class 26	(2) Help-seeking in Education (3) Take Home Exam Assigned (due Week 16) 5 / 5
Class 27	Week 14: Value Enhancement (1) Expected Value and Perceived Value in Education
Class 28	(2) Utility Value Interventions
Class 29	Week 15: Goals (1) Goal Structures in Education
Class 30	(2) Effect of Goals on Procrastination and Burnout