

Learning and Motivation in Postsecondary Classrooms
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Presentation content

- I. Learning theories: Why should faculty be interested in theories underlying learning?
 - A. Constructivism and its implications
 - B. Social constructivism and its implications
 - C. Situated learning and its implications

- II. Motivation theories: Who is in charge of motivation, the teacher or the student?
 - A. Expectancy value theory and its implications
 - B. Goal orientation theory and its implications
 - C. Self control focused theories and their implications

Reading list for further study

- Bransford, J., Brown, A. and Cocking, R. (1999) *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Academies Press.
- Halpern, D. and Hakel, M. (Eds.) (2002) *Applying the science of learning to university teaching and beyond*. New Directions for Teaching and Learning no. 89. San Francisco: Jossey-Bass Publisher.
- Innes R (2004) *Reconstructing undergraduate education: Using learning science to design effective courses*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Petrosino, A., Martin, T. and Svihla, V. (Eds) (2007) *Developing student expertise and community : lessons from How People Learn*. New Directions for Teaching and Learning no. 108. San Francisco: Jossey-Bass Publisher.
- Pintrich, P. and Schunk, D. (2002) *Motivation in Education: Theory, Research and Applications*. Upper Saddle Ridge, NJ: Merrill Prentice Hall.
- Svinicki, M. (2005) *Learning and Motivation in the Postsecondary Classroom*. Bolton, MA: Anker Publishing (now Jossey-Bass/Wiley)
- Theall, M. (Ed.)(1999) *Motivation from within : approaches for encouraging faculty and students to excel*. New Directions for Teaching and Learning no. 78. San Francisco: Jossey-Bass Publisher.