



MPDL 638 - Student Engagement, Self-Regulation, and Motivation

This course is the part of the online professional certificate program in Learning Differences (LD) and Neurodiversity with a specialization in [Executive Function](#) offered by Landmark College.

Course Description:

One of the most perplexing challenges educators face is to how to effectively motivate students. Relatedly, how do we do we promote self-directed learning in our students? In this course, we will use the broad construct of self-regulation as a framework for addressing these questions in diverse learners, including students with a learning disability (LD), executive function (EF) challenges, attention deficient hyperactivity disorder, or with autism spectrum disorder (ASD). Participants in the course will examine a range of strategies and systems to support, actualize, and sustain student engagement. Specific topics covered include: employing active learning as a motivational tool, encouraging growth mindsets and persistence, developing meta-cognition and self-advocacy, and promoting overall student wellness (including nutrition, sleep, exercise, and stress reduction).

Format:

This is an 8-week online course. Each week is a module which includes a variety of resources, readings, online discussions, and multi-media activities designed to engage participants in the course content. The course also includes 5 weekly online synchronous sessions scheduled primarily in the evenings (Eastern Time). We will make every attempt to accommodate individual schedules, but participants should plan on attending at least 4 of the 5 synchronous sessions. The course uses Canvas as its Learning Management System (LMS). Registered participants will be provided with details to log on during the week before the start of classes.

Graduate Credit: Three graduate credits will be awarded per course for students achieving a grade of 80% or greater.

Course Objectives:

The objectives and assignments in this course are based on the following elements of Bloom's Taxonomy:

- Remembering (R)
- Understanding (U)
- Applying (A)
- Analyzing (AN)
- Evaluating (E)
- Creating (C)

Upon completion of this course, participants will be able to:

1. Articulate principles of self-regulation and motivation. (R) (U)
2. Debate and discuss current evidence-based motivational practices, including Landmark College's approach to motivating diverse learners. (U) (A) (AN)
3. Identify and apply strategies, including innovative and emerging trends, for engaging disaffected students. (A) (AN) (E) (C)
4. Describe effective practices and strategies that support student wellness as a means of increasing motivation. (U) (A)
5. Evaluate their own professional development within the context of this course with respect to practical applications and lessons learned. (E) (C)

Course Outline

1. Week 1
 - a. Introductions: Student and instructor self-introductions
 - b. Self-Regulation: Background and Theory
 - i. A model of Executive Function and Self-Regulation (Brown Model)
 - ii. Importance of self-regulation
 - iii. Hot vs. cold EF
 - c. Practical Application: Emotional regulation techniques
2. Week 2
 - a. Selected Theories of Motivation
 - i. Intrinsic vs. extrinsic
 - ii. TBD
 - b. Assessing motivation
 - i. Biomarkers
 - ii. Behavioral indices: myths and half-truths
 - c. Practical application: Increasing autonomy and the power of anticipation
3. Week 3
 - a. Metacognition
 - i. Students self-awareness: Developing metacognition

- ii. Scaffolding the metacognitive process in students
 - iii. Non-directive approaches
 - iv. Motivational interviewing
 - v. Self-advocacy using the wheel of learning
 - b. Practical Application: Metacognitive tools for the classroom**
- 4. Week 4
 - a. Review of evidence-based techniques that promote motivation
 - i. Goal setting
 - ii. Forming habits and routines
 - iii. Active learning
 - b. Practical Application: Instilling motivational habits in students**
- 5. Week 5 & 6
 - a. Recognizing and understanding “motivation blockers”
 - i. Sleep and well-being
 - ii. Stress
 - iii. Anxiety
 - b. Practical Application: Ways to Promote Wellness**
 - i. Exercise, cognition, and mood
 - ii. Nutrition
 - iii. Mindfulness
 - iv. Stress management and stress reduction
- 6. Week 7
 - a. From motivation to engagement
 - i. Research on engaging disaffected learners
 - b. Practical Application: Emerging innovations**
 - i. Gamification: Virtual Reality/Augmented Reality
 - ii. Personalized learning
 - iii. Brain training
 - iv. Promoting growth mindsets
- 7. Week 8
 - a. Putting it all together
 - i. Sustaining self-regulation, motivation, and engagement
 - b. Final Project