



This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Beliefs and Cognition. Your competency will be assessed through a performance task (BCT1). The entire course of study may take up to ten weeks to complete. Consult with your course mentor if you wish to accelerate your progress through this course of study.

Introduction

Now that you have demonstrated your competence in Cognitive Psychology, you are ready to continue your studies in Beliefs and Cognition. Beliefs and Cognition covers competencies related to beliefs about yourself, beliefs about intelligence and knowledge, and motivation to learn. The competence you acquire will help you not only in the classroom but also as you review and evaluate education programs and otherwise provide services to potential learners. An understanding of how people learn and process new information will help you distinguish yourself as an education professional.

Competency: Beliefs About Self

The graduate understands how beliefs about self influence performance and uses that understanding to help improve self-perception.

Competency: Beliefs About Intelligence and Knowledge

The graduate understands how beliefs about intelligence and knowledge influence learning behaviors and thinking.

Competency: Motivation to Learn

The graduate understands variables related to motivation to learn

Required Learning Resources

Note: These books will also be used in other related courses of study.

- Brophy, J. (2004). *Motivating students to learn* (2nd ed.). New York: Routledge. ISBN-13: 9780805847727.
- Bruning, R. H., Schraw, G. J., Norby, M. M., & Ronning, R. R. (2003). *Cognitive psychology and instruction* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780130947949.
- Sternberg, R. J., & Subotnik, R. F. (eds.). (2006). *Optimizing student success in school with the other three Rs: Reasoning, resilience, and responsibility*. Greenwich, CT: Information Age Publishing. ISBN-13: 9781593114305.
- WGU Library E-Reserves

Preparing for Success

To successfully complete this course of study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Topics

Acquire Learning Resources

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you sequentially in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address



information is current.

Resources

Access E-Reserves and the WGU Library

You will need to go to the WGU Library during this course of study to look for academic and industry journal articles and papers. In the Student Portal, you can access the WGU Library by clicking on the link found on the "Resources" tab. You will first be shown a window of relevant usernames and passwords for various areas of the library. Keep this window open for reference, since you will need these to access full-text databases, use the e-reserves, and so forth when you are actually in the library. As you use the various library resources or need to ask a question at the Reference Desk, do not hesitate to contact the WGU librarians; the home page of the WGU Library lists their contact information.

You can access the library e-reserves by following these steps:

1. Log in to the MyWGU Student Portal.
2. Select the "Resources" tab.
3. Click on the "Library" link. This will take you to the "WGU Library Login Info" page.
4. Copy the password from this page to use later. This password changes approximately every six months.
5. Select "Enter the WGU Library" at the bottom of the page.
6. Click on "E-Reserves."

Request the BCT1 Assessment in TaskStream

URL: <http://www.taskstream.com>

Request a referral for your BCT1 performance assessment.

1. Log in to MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

Order Your Textbooks

The textbooks that you will need to order for this course are listed below. You will need to order these early in order to avoid any delays in proceeding through this course of study. These books will be used in other related courses of study.

- Brophy, J. (2004). *Motivating students to learn* (2nd ed.). New York: Routledge. ISBN-13: 9780805847727.
- Bruning, R. H., Schraw, G. J., Norby, M. M., & Ronning, R. R. (2003). *Cognitive psychology and instruction* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780130947949.
- Sternberg, R. J., & Subotnik, R. F. (eds.) (2006). *Optimizing student success in school with the other three Rs: Reasoning, resilience, and responsibility*. Greenwich, CT: Information Age



Publishing. ISBN-13: 9781593114305.

Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Access the Learning Community and the Message Board

Learning communities and message boards are an integral part of the WGU learning experience. They provide opportunities to learn through communication with the course mentor and other students. Any time you have a question about the content you are learning in this course of study, contact the course mentor for assistance. Course mentors and other students will not provide answers but will engage you in discussion to help you clarify and extend your understanding of important concepts.

In the right-hand navigation portion of the course of study screen, there is a message board area. However, you should use the learning community discussion board for posting, as directed in specific course of study activities. If you have questions of your own, do not hesitate to use the course of study message board to get those answered as you develop your competence.

Take Study Notes

As you engage in the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment.

Beliefs and Cognition: Efficacy

How does self-concept influence a student's ability to learn effectively? What role does teacher efficacy play in the learning process? This section will deal with students' concepts about themselves and how that influences their ability to learn. Self-efficacy and teacher efficacy will be reviewed, as well as the issues of expectations, resiliency, and risk.

Performance is influenced not only by an individual's ability to use effective learning strategies but also through the beliefs held about the self, intelligence, and knowledge. Motivation, which can be described as a combination of skill and will, includes affective components such as self-confidence and desire. Self-efficacy, or the belief that you are capable of successfully accomplishing tasks, is important to academic success. Confident students and teachers set goals and engage and persist in the face of initial failure or disappointment.

Topics

Self-Efficacy

The feeling that you can accomplish the task in front of you has a name: efficacy. What is the meaning of *self-efficacy*, and how do teachers encourage it in the classroom? It is the belief that a person possesses that they are competent in some specific area or subject. Consider the consequences for teachers and learning when they do not feel they can accomplish the task at hand. Understanding this concept will help a teacher to promote self-efficacy in the classroom.

Resources



Note Taking

Consider the following: What is your definition of *self-concept*? What is your concept of *self-efficacy*? Write your definitions in your notebook.

Compare and Contrast Self-Efficacy and Self-Concept (Reading 1)

Read chapter 6 ("Beliefs About Self"), pages 112-114, in *Cognitive Psychology and Instruction*.

Compare and Contrast Self-Efficacy and Self-Concept (Reading 2)

Read the following in the e-reserves:

- Bong, M., & Skaalvik, E. M. (2003). *Academic Self-Concept and Self-Efficacy: How Different Are They Really?* *Educational Psychology Review*, 15, 1-40.

Factors and Dimensions of Self-Efficacy

Review chapter 6 ("Beliefs About Self"), pages 112-113, in *Cognitive Psychology and Instruction*.

In your notebook, discuss the influences and dimensions of self-efficacy in the discussion topic "Self-Efficacy."

Now that you have read more, how has your definition of self-efficacy changed? What have you learned about self-efficacy?

Methods for Improving Self-Efficacy

Read chapter 3 ("Supporting Students' Confidence as Learners") in *Motivating Students to Learn*. What methods for improving self-efficacy would you use with struggling students? What is the relationship between ability and high self-efficacy? Answer these questions in your notebook.

Compare and Contrast Self-Efficacy and Self-Concept: Case Study

Consider the following scenario: A student has just started a college program in order to advance at work. The student comes from a family in which no other members have ever gone to college, and family members express doubt that the student can be successful or compete with other students from more academic families. In addition, the student has felt that school has previously been a struggle. Both self-efficacy and self-concept will affect how well the student does in college.

Self-concept is the ideas, beliefs, and attitudes about yourself and how you feel about those qualities. Self-concept is all of the meanings attached to the word "I." It is a composite view of yourself.

Self-efficacy is the degree to which you believe you will be able to accomplish some specific task. Self-efficacy is the confidence an individual has about the ability to succeed at a specific task.

Create a Venn diagram in your notebook that includes at least four similarities and four differences between self-efficacy and self-concept.

Note: You can create a Venn diagram in Word using "Insert Diagram."

Message Board

Discuss what you believe are the similarities and differences between self-efficacy and self-concept



in the message board.

Self-Efficacy and Achievement Motivation

Read the following in the e-reserves:

- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Achievement Motivation Educational Psychologist*, 26, 207-231.

Beliefs and Cognition: Enhancing Efficacy

This section continues with discussions on teachers with self-efficacy and on how to increase this idea within teachers. Teacher's ability to feel empowered and purposeful are important components of being an intentional professional.

Topics

Self-Efficacious Teachers

What role does teacher self-efficacy play in the learning process? Have you met teachers who did not feel or act particularly efficacious? What impact do you feel education in general would experience if all teachers' self-efficacy were enhanced? This section reviews teacher self-efficacy and how to apply specific strategies in the classroom.

Resources

Teacher Efficacy: Web Resources

URLs:

Teacher Efficacy

<http://chiron.valdosta.edu/whuitt/col/teacher/tcheff.html>

Teacher Efficacy: What Is It and Does it Matter?

<http://www.naesp.org/resources/1/Principal/2008/M-Jp42.pdf>

Access the websites at the URLs above and review information on teacher efficacy.

Teaching Efficacy Reading

Read pages 114-116 of chapter 6 ("Beliefs About Self") in *Cognitive Psychology and Instruction*.

Note Taking

In your notebook, identify characteristics of teachers who have high personal teaching efficacy.

Increasing Teacher Efficacy

URLs:

Teacher Efficacy

http://www3.ksde.org/edpolicydir/student_performance/Teacher_Efficacy.DOC

Increasing Teacher Effectiveness



<http://unesdoc.unesco.org/images/0013/001376/137629e.pdf>

Read the article and UNESCO manual at the URLs shown above. Write down strategies that you can use to increase your own efficacy as a teacher. How can schools help teachers raise teaching efficacy?

Performance Task 609.2.1-02, 03, 04

URL: <http://www.taskstream.com>

Complete task 609.2.1-02, 03, 04 in the BCT1 performance assessment.

Beliefs and Cognitions: Resilience and Risk

This subject discusses the topics of resilience and risk. Why do some students persist and bounce back when others bow to defeat? What factors influence resilience or create risk? How do expectations influence learning?

Topics

Resilience and Risk

What keeps students engaged in learning when they are not doing well or are discouraged? Resiliency is an important factor for students in learning how to persist in school. Consider the cost when students do not persist and consider the benefits when they do. Reflect on how completing your educational goals will enhance your professional opportunities. How can teachers build resilience in students?

Resources

Building Resilience in Children

URL: <http://www.athealth.com/consumer/disorders/childresilience.html>

At the URL above, access and review the article on fostering resilience. What are some things that you could do in a classroom situation to try to build resilience among your students? Answer this in your notebook.

Resilience and Risk, Part 1

Read chapter 7 ("Resilience and Risk in Learning: Complex Interactions and Comprehensive Interventions") in *Optimizing Student Success in School with the Other Three Rs*. In your notebook, outline the important ideas from chapter 7.

Resilience and Risk, Part 2

There are many factors, both positive and negative, that impact a student's academic resilience, learning, and achievement. While some of these factors are under the direct influence of schools and educators, others are outside their direct control.

In your notebook, write an essay in which you:

- Explain the concept of resilience in relation to student learning.
- Discuss the impact of poverty (a risk factor) on student learning.



- Discuss the impact on students' academic resilience on learning, and achievement.

Discuss how schools and other professionals can promote academic resilience, learning, and achievement in the community message board.

Beliefs and Cognition: Expectations

This topic discusses the topic of expectations. At least subconsciously people are aware of expectations. The existence of expectations that are not fully understood or determined is why some individuals strive to exceed them while others ignore them. Certainly, your job as a professional educator is made easier and more satisfying when you are able to work with motivated learners. You have, or will, experience working with those that have lost their motivation.

Topics

Expectations

How do expectations influence learning? Student and teacher expectations play a large role in the learning environment. How do teachers set realistic expectations for their students? Understanding how to set appropriate teacher expectations is crucial in creating a positive classroom environment.

Resources

Expectations Readings

Review chapter 6 ("Beliefs About Self") in *Cognitive Psychology and Instruction*. Focus on information related to teacher and student expectations.

Review chapter 3 ("Supporting Student' Confidence as Learners") in *Motivating Students to Learn*. What can adults do to promote and maintain high expectations of others? Record your thoughts in your notebook.

Read the following in the e-reserves:

- Lumsden, L. (1997). *Expectations for students*. ERIC Digest, 116, ED409609.

Reflection and Message Board

How do teacher expectations influence student learning? Discuss this question in the message board.

Teacher Expectations

URL:

http://eric.ed.gov:80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/be/93.pdf

Review the article on teacher expectations for students at the above URL. In your notebook, write down strategies that you could use in the classroom to set and communicate appropriate teacher expectations.

Beliefs and Cognition: Personal Control



What role does personal control play in the learning process? This section covers the areas of personal control, mastery, and performance goal orientation. The concepts of autonomy, self-determination, and attributions will be included in this section.

Effort and autonomy are common learning themes that cut across several belief-related concepts. A perception of personal control relates to task persistence, willingness to exert effort, and self-directed learning.

Topics

Personal Control

How do effort and autonomy relate to personal control? This section will focus on how effort and autonomy are related to perceptions of personal control in the learning environment. As you are working your way through this topic area, keep this question in the forefront of your mind: How is effort related to learning? See how your original thought morphs as you complete the activities in this section. Plan to write a reflection in your notebook of how your initial thoughts changed over the course of studying this topic.

Resources

Self-Determination Theory

Read the following from the e-reserves:

- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The self-determination perspective. *Educational Psychologist*, 26, 325-346.

In your notebook, write a summary to describe critical elements of the self-determination perspective. Think of examples to show the importance of effort in the self-determination theory.

Attribution Theory: E-Reserve Reading

Read from e-reserves

- Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3, 5-39.

In your notebook, develop a graphic representation to show your understanding of attributions. What are attributions?

Attribution Theory: Web Resource

URL: http://education.calumet.purdue.edu/vockell/EdpsyBook/Edpsy5/edpsy5_attribution.htm

Review the information on attribution theory at the URL above. In your notebook, summarize the main ideas of attribution theory. After reading this article, has your understanding of attribution changed? Think of an example where an attribution influenced individual behavior. How did the attribution affect emotional response and subsequent actions? Discuss this in the discussion topic "Attributions."

Performance Task 609.2.1-10, 11, 13, 15

URL: <http://www.taskstream.com>



Complete task 609.2.1-10, 11, 13, 15 in the BCT1 performance assessment.

Mastery- vs. Performance-Goal Orientation

Read the following in the e-reserves:

- A Social-Cognitive Approach to Motivation and Personality. *Psychological Review*, 95, 256-273.

In your notebook, develop a matrix to compare characteristics of learners who have mastery versus performance goal orientations. After reading about performance versus mastery goal orientations, what insights do you have about your goal orientation? Are you more mastery- or performance-goal oriented? Post your response in the message board.

Attributions

Review pages 119-126 in *Cognitive Psychology and Instruction*. In your notebook, compare and contrast internal and external locus of control attributions.

Autonomy and Self-Determination

Review pages 126-135 in *Cognitive Psychology and Instruction*.

Review the following:

- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The self-determination perspective. *Educational Psychologist*, 26, 325-346.

(Note: This is from e-reserves, accessed in an earlier activity entitled "Self-Determination Theory.")

How can teachers promote autonomy in learning situations? Record your thoughts in your notebook. How are beliefs about self related to a perception of personal control?

Performance Task 609.2.1-09, 15; 2.3-04

URL: <http://www.taskstream.com>

Complete task 609.2.1-09, 15; 2.3-04 in the BCT1 performance assessment.

Beliefs and Cognitions: Intelligence Theories

This section discusses the topics of history of intelligence theories, theoretical perspectives of intelligence, and beliefs about knowledge. Intelligence theories and their measures (in terms of intelligence quotients, or IQs) are well engrained in contemporary understanding of an individual's ability. On the one hand, the first intelligence tests were developed less than a hundred years ago; on the other hand, contemporary tests like that used for Howard Gardner on multiple intelligences challenge those expectations.

Topics

History of Intelligence Theories

How have theories about intelligence evolved? Who are the key players in their history? The history of theories about intelligence and the development of intelligence testing will be included in this section. The first measures of intelligence (the intelligence quotient, or IQ), which is an individual's



mental age divided by chronological age, was developed by the U.S. Army just before World War II. Consider what problem they were trying to solve in developing those early measures.

Resources

Development of Theories of Intelligence

URL: <http://www.indiana.edu/~intell/periodIndex.shtml>

Access the URL above and read at least four of the articles under each of the following:

- Time Period Three: The Great Schools Influence
- Time Period Four: Contemporary Explorations
- Time Period Five: Current Efforts

In your notebook, develop a timeline to show prominent beliefs about intelligences that existed over time. How has further reading altered your beliefs about intelligence?

Historical Development of Theories of Intelligence

URL: <http://www.wilderdom.com/personality/L1-5KeyPlayers.html>

Access the URL above and read "Key Players in the History and Development of Intelligence and Testing." In your notebook, write summaries to explain some of the major beliefs about intelligence. How do your own beliefs about intelligence relate to those of some of the prominent theorists? What is your view of intelligence? In your notebook, write your definition and develop a graphic representation of *intelligence*.

Theoretical Perspectives of Intelligence

For nearly a century, intelligence was considered a measure of people's cognitive ability in comparison to their age. The concept was concrete for decades but the work on Howard Gardner at Harvard University has helped in understanding that there are multiple ways in which you can demonstrate intelligence. What are the different theories of intelligence? This section explores various theories related to intelligence.

Resources

Incremental Versus Entity Theories of Intelligence

Read chapter 7 ("Beliefs About Intelligence and Knowledge") in *Cognitive Psychology and Instruction*. Do you believe that intelligence is innate, or is it developed through constructive experience? Record your thoughts in your notebook.

Beliefs About Knowledge

How do your own beliefs about knowledge influence how you acquire it? What do you really know about knowing? Humans are organized to learn and learn so much so fast that it can be taken for granted. This section will review how beliefs about knowledge influence learning.

Resources

Performance Task 609.2.2-02, 04, 05

URL: <http://www.taskstream.com>



Complete task 609.2.2-02, 04, 05 in the BCT1 performance assessment.

Beliefs About Knowledge

Read the following in the e-reserves:

- Buehl, M. M., & Alexander, P. A. (2001). Beliefs about academic knowledge. *Educational Psychology Review*, 13, 4, 385-418.

In your notebook, write summaries to review beliefs of knowledge, such as those expressed by Schommer, Perry, etc.

Beliefs and Cognition: Motivation

What is motivation, and how does high or low motivation affect ability to learn? Understanding how motivation and learning are intertwined is the focus of this section's activities.

"Motivation refers to students' subjective experiences, especially their willingness to engage in lessons and learning activities and their reasons for doing so" (Brophy, 1998, p. 3). When teachers understand motivation, they have the potential to structure learning environments that are motivating.

Reference:

Brophy, J. (1998). *Motivating students to learn*. Boston, MA: McGraw Hill.

Topics

Motivation

Previously in this course of study, both efficacy and expectations were discussed. Consider how efficacious you would feel if you could motivate students to exceed expectations. What role does willingness play in a student's ability to learn? How do teachers motivate students? Motivating students to learn is reviewed in this section.

Resources

Define Motivation

Review chapter 6 ("Beliefs About Self") in *Cognitive Psychology and Instruction*. In your notebook, draw an illustration of *motivation*. What are the critical attributes of this concept?

Extrinsic Motivation

Extrinsic motivation is motivation that comes from others; can you think of instances where you have been motivated for extrinsic reasons? Reflect on how that differs for yourself from when you are intrinsically motivated. What role does extrinsic motivation play in the learning process? The concept of extrinsic motivation will be reviewed in this section.

Resources

Extrinsic Motivation

Read chapter 6 ("Providing Extrinsic Incentives") in *Motivating Students to Learn*. In your notebook, complete the reflection questions at the end of the chapter. What are the main attributes of



extrinsic motivation? Record your thoughts in your notebook.

Beliefs and Cognition: Intrinsic Motivation

Recall the personal feeling of satisfaction at completing a task, a puzzle, maybe even an assessment. How would you characterize those feelings? Those feelings are the results of meeting intrinsic motivations.

Topics

Intrinsic Motivation

Right now, as you read this paragraph, you could be doing something else. There are likely quite a few activities that you might find more enjoyable right now than studying motivation. Yet, you are still reading. What motivates you to continue? The concept of intrinsic motivation will be reviewed in this section.

Resources

Intrinsic Motivation

Read chapter 7 ("Self-Determination Theory of Intrinsic Motivation") and chapter 8 ("Other Ways to Support Students' Intrinsic Motivation") in *Motivating Students to Learn*. In your notebook, complete the reflection questions at the end of each chapter. What are the main attributes of intrinsic motivation? Record your thoughts in your notebook.

Study Tip: Extrinsic and Intrinsic Motivation

URL: http://p2pfoundation.net/Intrinsic_vs._Extrinsic_Motivation

At the URL above, review the article and diagram on the differences between extrinsic and intrinsic motivation.

What are the main attributes of extrinsic motivation? What are the main attributes of intrinsic motivation? Record your thoughts in your notebook. In your notebook, write definitions of *extrinsic* and *intrinsic* motivation. Think of examples of each.

Then consider the following scenario: Imagine that you are responsible for constructing a motivating environment for a group of individuals who work for you. Your task is to develop a plan that will motivate the group to produce the best quality product or project possible, to exert effort toward the task, and to enjoy the work process. You can determine the specific product or project for this task. In your notebook:

1. Describe a plan for creating a motivating environment.
2. Identify the specific product or project the individuals will work to complete.
3. Identify at least **four** extrinsic motivational strategies you will include in your plan.
4. Explain the purpose of *each* strategy. What do you hope to accomplish through the use of the strategy?
5. Identify at least **four** intrinsic motivational strategies you will include in your plan.

Share your plan, and some of the strategies you identified, in the community message board.



Beliefs and Cognition: Models of Motivation

In the previous topic, you were asked what keeps you motivated. You may or may not have had a good explanation. But, if you can internalize that understanding and perhaps have a couple of different models to describe it, you will be well positioned to use that information to motivate others.

Topics

Models of Motivation

There is a popular expression that says, "When all you have is a hammer, everything starts to look like a nail." That expression explains why different models and theories on most things are presented in education. Also, educators typically do not know or agree on a single right answer. Knowing multiple models of motivation will help you motivate the diversity of students with which you will work. This section covers various models and types of motivation for students.

Resources

Motivation, Performance, and Self-Regulation

Consider the following scenario: You are a teacher who has been asked to develop a presentation for a group of local college students who are working toward their initial licensure in education. Since you know how important motivation is to learning success, you want to make sure that these students leave your presentation with a solid understanding of the relationships between motivation, performance, and self-regulation.

Create a handout that you can use in your presentation. Include the following in your handout:

1. Describe the relationship between motivation and performance.
2. Provide two examples of how this information can be applied in specific learning situations.
3. Explain the relationship between self-regulation and motivation.
4. Provide two examples of how this information can be applied in specific learning situations.

Describe your handout and discuss how you feel the information can be applied to specific learning situations in the message board.

Models of Motivation: Reading 1

Read chapter 1 ("Student Motivation: The Teacher's Perspective") and chapter 12 ("Looking Back and Ahead") in *Motivating Students to Learn*.

Answer the questions at the beginning of chapter 1 and the reflection questions at the end of each chapter. How can you incorporate motivational goals into planning and instruction? Record your answers in your notebook.

Models of Motivation: Reading 2

Read chapter 10 ("A Motivational Perspective on School Achievement: Taking Responsibility for Learning, Teaching, and Supporting") in *Optimizing Student Success in School with the Other Three Rs*.

In your notebook, summarize the main points of the article.

Study Tip: Motivation



Ryan, Connell, and Grolnick (1992) stated "That children can be regulated by external constraints and controls is without dispute. The question is whether this describes the atmosphere and goals of education to which we as educators, and as a culture, aspire."

Discuss how teachers can connect with students' intrinsic motivation in the discussion topic "Motivation in Learning."

Reference

Ryan, R., Connell, J., & Grolnick, W. (1992). *When achievement is not intrinsically motivated: A theory of internalization and self-regulation in school*. In A. Boggiano & T. Pittman (eds.). *Achievement and motivation: A social-developmental perspective*. Cambridge: Cambridge University Press.

Beliefs and Cognition: Models of Motivation, Part 2

You have nearly completed this course of study. In this subject, you complete the material on beliefs and cognition-models of motivation by learning about how to assist students in seeking help and making connections. Then there are three tasks that need to be completed.

Topics**Seeking Help and Making Connections**

Have you ever been stuck on a problem and been reluctant to ask for help? Or have you been stuck and not known who to ask or how to get unstuck? How do teachers encourage students to recognize when they need help and to go about seeking it? This section will review strategies and reasons for reinforcing help-seeking behavior with students.

Resources**Performance Task 609.2.3-06**

URL: <http://www.taskstream.com>

Complete task 609.2.3-06 in the BCT1 performance assessment.

Making Connections

Review chapter 6 ("Beliefs About Self") in *Cognitive Psychology and Instruction*.

Review chapters 1 ("Student Motivation: The Teacher's Perspective"), 6 ("Providing Extrinsic Incentives"), 7 ("Self-Determination Theory of Intrinsic Motivation"), 8 ("Other Ways to Support Students' Intrinsic Motivation"), and 12 ("Looking Back and Ahead") in *Motivating Students to Learn*.

In your notebook, summarize some of the key strategies you can use to help students to motivate themselves to learn.

Performance Task 609.2.3-08, 09

URL: <http://www.taskstream.com>

Complete task 609.2.3-08, 09 in the BCT1 performance assessment.



Help-Seeking Behavior

Access and read the following in the e-reserve:

- Ryan, A. M., Pintrich, P. R., & Midgley, C. (2001). Avoiding seeking help in the classroom: Who and why? *Educational Psychology Review*, 12, 93-113.

In your notebook, develop a concept web to review your understanding of help-seeking. What is help-seeking? Who is likely to seek help and when? How does help-seeking relate to your experiences as a WGU student? Discuss this question in the discussion topic "Help-Seeking Behaviors."

Performance Task 609.2.1-14, 15

URL: <http://www.taskstream.com>

Complete task 609.2.1-14, 15 in the BCT1 performance assessment.

Conclusion

Congratulations on completing the course of study for Beliefs and Cognition. As you are aware, this course of study covers a wide range of topics on efficacy, expectations, intelligence, motivation, and beliefs about learning.

You will find these strategies and concepts valuable knowledge in the classroom and in other educational settings. A clear grasp of the how students learn provides the fundamental support teachers need to design appropriate instruction to facilitate and enhance student learning. With the skills you have learned in this course of study, you have developed the competency to optimize progress and create an effective learning environment for students.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you requests them through your AAP and your mentor approves your request.

BCT1 [Task 609.1.1-09, 2.3-05, 07](#)

BCT1 [Task 609.2.1-01, 15](#)

BCT1 [Task 609.2.1-02, 03, 04](#)

BCT1 [Task 609.2.1-07](#)

BCT1 [Task 609.2.1-09, 15, 2.3-04](#)

BCT1 [Task 609.2.1-10, 11, 13, 15](#)

BCT1 [Task 609.2.1-14, 15](#)

BCT1 [Task 609.2.2-02, 04, 05](#)

BCT1 [Task 609.2.3-03](#)

BCT1 [Task 609.2.3-06](#)

BCT1 [Task 609.2.3-08, 09](#)

Topics

Next Steps

You have completed the Beliefs and Cognition course of study. Next, you will proceed to the Understanding and Using Critical Thinking and Critical Reading course of study and CTT1



assessment.

Feedback

To provide feedback on this or any other course of study, please use the [Course of Study Feedback form](#).

ADA Requirements

Please review the [University ADA policy](#).