



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	PASS
Course Number:	600
Descriptive Title:	Teaching Academy: Motivating Students
Division:	Library and Learning Resources
Department:	Pathways to Academic Success
Course Disciplines:	Education
Catalog Description:	This noncredit professional development course is designed for current faculty who want to enhance their teaching effectiveness through a deeper understanding of motivation in educational settings. Participants will explore key theories of motivation—such as self-efficacy theory, expectancy-value theory, and growth mindset—and examine how these concepts apply to diverse learning environments. The course emphasizes practical strategies for increasing student engagement, persistence, and achievement. Faculty will leave with actionable tools to create more inclusive, motivating classrooms that support student success across disciplines.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.22 to .44
Hours Laboratory (per week):	0
Outside Study Hours:	.44 to .88
Total Course Hours:	4 to 8
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	

Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. Identify and explain major theories of motivation relevant to teaching and learning, including their key concepts and implications for classroom practice. 2. Analyze common instructional challenges through the lens of motivational theory to better understand student behavior, engagement, and performance. 3. Apply motivational strategies grounded in theory to design or revise instructional practices that promote student engagement, persistence, and academic success.
Course Objectives:	1. Define and differentiate key educational motivation theories, including self-determination theory, expectancy-value theory, attribution theory, and growth mindset. 2. Describe how motivation influences student learning, behavior, and academic performance in diverse classroom settings. 3. Examine the role of intrinsic and extrinsic motivation in shaping student engagement and persistence. 4. Identify factors that impact student motivation, such as autonomy, relevance, competence, and classroom climate. 5. Evaluate teaching practices through the lens of motivational theory to identify strengths and areas for improvement. 6. Develop strategies and interventions that foster a growth mindset, resilience, and a sense of belonging among students. 7. Create an action plan to integrate motivational strategies into course design, instruction, and student support practices.
Major Topics:	I. Introduction to Motivation in Education (lecture) A. The role of motivation in teaching and learning B. Overview of how motivation impacts student outcomes II. Prominent Theories of Motivation (lecture) A. Self-Efficacy Theory B. Expectancy-Value Theory III. Growth Mindset and Student Beliefs (lecture) A. Fixed vs. growth mindset in the classroom B. Strategies for promoting resilience and effort IV. Classroom Strategies to Support Motivation (lecture) A. Creating environments for building self-efficacy B. Encouraging student relevance and ownership of learning

	V. Applying Motivation Theory to Instructional Practice (lecture) A. Adapting assignments, feedback, and classroom norms B. Case scenarios and reflective planning VI. Equity and Motivation (lecture) A. Recognizing motivational barriers for diverse student populations B. Fostering inclusion and belonging as motivational drivers VII. Action Planning and Next Steps (lecture) A. Identifying one change to implement in your own teaching B. Resources for continued learning and reflection
Total Lecture Hours:	4 to 8
Total Laboratory Hours:	0
Total Hours:	4 to 8
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Assignment Title: Quick Reflection – “One Change I Can Make” Objective: Encourage individual reflection on how motivational theory can inform a practical change in teaching. Instructions: 1. Think about one motivation theory or strategy discussed today that resonated with you. 2. On your own, answer the following prompts in just a few sentences: ○ What is one insight or idea from today’s session that stood out to you? ○ How does this idea relate to something you’ve experienced in your own classroom? ○ What is one small, specific change you could make in your teaching to better support student motivation? 3. Be prepared to briefly share your idea with a partner or small group (if time allows).
Critical Thinking Assignment 1:	Assignment Title: Motivating Through Redesign Objective: Apply a motivation theory to redesign a current classroom practice to better support student engagement and persistence. Instructions: 1. Form small groups (2–4 faculty members) and briefly share a common instructional challenge you each face related to student motivation (e.g., low participation, missed assignments, lack of persistence). 2. As a group, choose one challenge to focus on. Select a motivation theory discussed in the course (e.g., self-efficacy theory, expectancy-value theory, growth mindset) that might help address the issue.

	- Together, brainstorm and outline one specific change you could make to an instructional practice (e.g., assignment structure, classroom norms, feedback method) to better support motivation using the selected theory. - Prepare to share your challenge, theory, and solution with the full group in a brief 1–2 minute report-out.
Critical Thinking Assignment 2:	Assignment Title: Motivation Strategy Match-Up Objective: Identify effective motivational strategies by connecting theory to specific teaching practices. Instructions: - In small groups (2–4 faculty members), review a set of motivational strategy cards (provided by the instructor). Each card includes a teaching strategy (e.g., “offer choices in assignments,” “use low-stakes assessments,” “provide process-focused feedback,” etc.). - For each card, match the strategy to a motivation theory (e.g., self-efficacy theory, expectancy-value theory, growth mindset) and explain your reasoning. Some strategies may align with more than one theory. - After matching, choose two strategies your group finds especially relevant to your own teaching. Briefly discuss how you might apply or adapt them in your courses. - Report out one theory-strategy match and how your group might use it in practice.
Other Evaluation Methods:	Journal kept throughout course, Objective Exam, Other Exams, Presentation
If Other:	
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Study
If Other:	
Up-To-Date Representative Textbooks:	The instructor will provide handouts.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold	

the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	05/21/2025
Original Board Approval Date:	11/18/2025