

Motivational Psychology (H002213)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0

Study time 150 h

Course offerings and teaching methods in academic year 2025-2026

A (semester 1)

Dutch

Gent

seminar

lecture

Lecturers in academic year 2025-2026

Waterschoot, Joachim

PP07

lecturer-in-charge

Vansteenkiste, Maarten

PP07

co-lecturer

Offered in the following programmes in 2025-2026

	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	5	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	5	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	5	A
Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)	5	A
Master of Science in Teaching in Science and Technology(main subject Bioengineering)	5	A
Master of Science in Teaching in Science and Technology(main subject Biology)	5	A
Master of Science in Teaching in Economics(main subject Business Administration)	5	A
Master of Science in Teaching in Economics(main subject Business Economics)	5	A
Master of Science in Teaching in Science and Technology(main subject Chemistry)	5	A
Master of Science in Teaching in Social Sciences(main subject Communication Science)	5	A
Master of Science in Teaching in Science and Technology(main subject Computer Science)	5	A
Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)	5	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	5	A
Master of Science in Teaching in Economics(main subject Economics)	5	A
Master of Science in Teaching in Behavioural Sciences(main subject Educational Sciences)	5	A
Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)	5	A
Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)	5	A
Master of Science in Teaching in Science and Technology(main subject Geology)	5	A
Master of Science in Teaching in Arts and Humanities (main subject History)	5	A
Master of Science in Teaching in Social Sciences(main subject Laws)	5	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	5	A
Master of Science in Teaching in Science and Technology(main subject Mathematics)	5	A
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	5	A
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	5	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	5	A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	5	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	5	A
Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	5	A
Master of Science in Teaching in Social Sciences(main subject Political Science)	5	A
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	5	A

Master of Science in Teaching in Economics(main subject Public Administration and Management)	5	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	5	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	5	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	5	A
Master of Science in Teaching in Physical Education	5	A
Micro-credential Motivatiional Psychology	5	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	5	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	5	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)	5	A
Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)	5	A
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Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)	5	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)	5	A
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Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	5	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	5	A
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Master of Science in Teaching in Social Sciences (abridged programme)(main subject Political Science)	5	A

Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	5	A
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Master of Science in Teaching in Economics (abridged programme)	5	A
Master of Science in Teaching in Health Sciences (abridged programme)	5	A
Master of Science in Teaching in Physical Education (abridged programme)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)	5	A
Master of Science in Teaching in Social Sciences (abridged programme)	5	A

Teaching languages

Dutch

Keywords

Motivation psychology, education, achievement goals, internalization, mindset, interest

Position of the course

This course aims at broadening and deepening knowledge and skills in the field of motivation psychology. The aim is to provide students with in-depth insights into five different motivation frameworks and their application in various educational settings.

Contents

Theory: broadening and deepening knowledge of five different frameworks in motivation psychology

- Achievement-Goal Theory & Mindset Perspective
- Expectancy-Value Theory
- Interest Theory
- Self-Determination Theory

Practice: case study in which the (de)motivating teaching style of one randomly chosen teacher is evaluated based on information from multiple sources: in-depth interview, class observations and questionnaires. This practical assignment aims at encouraging students to critically reflect on possibilities for teachers to optimize their motivating style and to translate these into concrete recommendations for teachers in the field.

Initial competences

No specific requirements

Final competences

- 1 To define and frame theoretical concepts from different motivation frameworks and demonstrate their implications for educational practice.
- 2 To position contemporary frameworks in motivation psychology in a historical perspective.
- 3 To critically approach similarities, differences and synergies between different motivation frameworks.
- 4 To be acquainted with the most recent developments in the field of motivation psychology.
- 5 To analyze, interpret and integrate research results from multiple sources.
- 6 To translate research results into concrete recommendations for educational practice.
- 7 To communicate results of scientific research in motivation psychology (written and oral) to a wider audience.
- 8 To continuously adjust and improve one's own professional thinking and actions.
- 9 To acquire communication skills to interact with colleagues in a motivating way.
- 10 To reflect on the interaction between motivation psychology and the social debate on educational topics.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture

Extra information on the teaching methods

- During the lectures, five different theoretical frameworks are explained, thereby maximizing opportunities for interaction so that students are optimally involved in the learning process. To this, plenary exercises, case material, response lecture and video are used.
- During the seminars (frequency: 3 sessions), the teaching approach is characterized by a combination of guided exercises, discussion, reflection and independent work. Students collect data from a teacher through an in-depth interview, class observations and a quantitative survey. This information is processed in an individual written paper, in which students interpret, integrate and link the information back to the introduced theory. In addition, concrete recommendations for educational practice are formulated and an advice is written for the participating teacher. These are orally presented in the form of an infographic to participating teachers.
- Attendance during the seminars is required to optimally guide students in the assignments. Attendance during the lectures is a choice, yet strongly recommended to better understand the learning content.
- For the student-teachers in a LIO trajectory, the above objectives and competences can be realized through an alternative trajectory in consultation with the lecturer.

Study material

Type: Syllabus

Name: Motivational psychology
Indicative price: € 25
Optional: no
Language : Dutch
Online Available : No
Available in the Library : No
Available through Student Association : No

Type: Slides

Name: Lectures motivational psychology
Indicative price: Free or paid by faculty
Optional: no
Language : Dutch
Available on Ufora : Yes
Online Available : No
Available in the Library : No
Available through Student Association : No

References

Selection of relevant scientific publications:

- Dweck, C. S. (2018). *Mindset, de weg naar een succesvol leven*. Uitgeverij SWP.
- Elliot, A. J., Dweck, C. S., & Yeager, D. S. (2018). Handbook of competence and motivation. *Guilford, New York*.
- Gonida E. N., & Lemos, M. S. (2019.) *Advances in Motivation and Achievement, vol. 20: Motivation in Education at a Time of Global Change: Theory, Research, and Implications for Practice*. Bingley, UK: Emerald Publishing
- Ryan, R. M. (2019). Oxford handbook of human motivation. Oxford University Press, NY.
- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press, NY.
- Wentzel, K. R., & Wigfield, A. (2016). *Handbook of motivation at school*. Routledge, NY.

Course content-related study coaching

Interactive support via Ufora

By e-mail or by appointment: Prof. dr. Maarten Vansteenkiste (Maarten.Vansteenkiste@Ugent.be)

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment with multiple-choice questions, Written assessment with open-ended questions

Examination methods in case of periodic assessment during the second examination period

Written assessment with multiple-choice questions, Written assessment with open-ended questions

Examination methods in case of permanent assessment

Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

- Periodic evaluation: the written assessment consists of a combination of multiple choice questions and open questions, that assess a) knowledge of learning content, b) in-depth understanding of learning content, c) application of knowledge to concrete cases and d) interpretation of research results (based on tables and figures).
- Permanent evaluation: individual written paper and infographic about the results of the conducted practical research. The content and criteria for these assignments are explained during the lectures and seminars and are made available via Ufora. This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.
- Students who have a deficit on the final overall score in the first examination period must retake the assessment(s) in which they have a deficit:
 - Students who do not pass the periodic evaluation during the first examination period and who also have a deficiency for the permanent evaluation are obliged to retake the exam and to rework their assignment.
 - Students who do not pass the periodic evaluation, but who pass the permanent evaluation, only have to retake the exam.
 - Students who pass the periodic evaluation, but not the permanent evaluation, only have to rework their assignment.
- Students can receive personalized feedback on their assignments on request.

Calculation of the examination mark

- A combination of permanent evaluation (participation in seminars, written paper and infographic; i.e. 40% of the final mark) and periodical evaluation (written assessment; i.e. 60% of the final mark).
- If students do not take part in the evaluation of one or more parts, they cannot pass for the entire course unit and the final mark will be reduced to the highest non-deliberable mark (7/20) if the final mark is higher.
- Partial results for which the student has obtained at least half of the points can be transferred to a subsequent examination period within the same academic year. Partial results are never finalized.

Facilities for Working Students

Participation in extra exam sessions.