

## 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 2026-2027

A (semester 1)

Dutch

Gent

lecture

seminar

### Lecturers in academic year 2026-2027

Morbée, Sofie

PP07

lecturer-in-charge

Vansteenkiste, Maarten

PP07

co-lecturer

Waterschoot, Joachim

PP07

co-lecturer

### Offered in the following programmes in 2026-2027

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
Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)	5	A
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
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)	5	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)	5	A
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	5	A
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
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geology)	5	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)	5	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Laws)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Mathematics)	5	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)	5	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	5	A
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	5	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)	5	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	5	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Physics and Astronomy)	5	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject	5	A

Political Science)		A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	5	A
Master of Science in Teaching in Economics (abridged programme)(main subject Public Administration and Management)	5	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences)	5	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Sociology)	5	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)	5	A
Master of Science in Teaching in Arts and Humanities (abridged programme)	5	A
Master of Science in Teaching in Languages (abridged programme)	5	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)	5	A
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, internalization, basic psychological needs, teacher compass

### Position of the course

This course aims to broaden and deepen knowledge and skills in the field of motivational psychology. Specifically, it focuses on the framework of Self-Determination Theory (SDT) and related theories, and their application in various educational settings.

### Contents

Theory (three main parts):

- The ABC foundation and motivation
- The motivating role of the teacher: a motivational attitude
- The teacher compass as source of inspiration and guidance

Practice: A case study mapping a teacher's (de)motivating style based on information from different sources: in-depth interview, classroom observation and quantitative survey. This practical assignment aims to encourage students to critically reflect on ways for teachers to optimize their motivating style and to translate these into concrete recommendations for practice.

### Initial competences

No specific requirements

### Final competences

- 1 Define theoretical concepts from Self-determination theory and related theories and explain their implications for education.
- 2 To be acquainted with the most recent developments in the field of motivation psychology.
- 3 To analyze, interpret and integrate research results from multiple sources.
- 4 To translate research results into concrete recommendations for educational practice.
- 5 To communicate results of scientific research in motivation psychology (written and oral).
- 6 To continuously adjust and improve one's own professional thinking and actions.
- 7 To acquire communication skills to interact with colleagues in a motivating way.
- 8 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, the 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, an advice is written and an infographic will be created for the participating teacher.
- 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: Handbook

Name: The ABC of motivation in education

Indicative price: € 36

Optional: no

Language : Dutch

Author : Maarten Vansteenkiste, Bart Soenens

Online Available : No

Available in the Library : No

Available through Student Association : No

Usability and Lifetime within the Study Programme : regularly

Usability and Lifetime after the Study Programme : regularly

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:

- 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.
- Aelterman, N., Vansteenkiste, M., Haerens, L., Soenens, B., Fontaine, J. R., & Reeve, J. (2019). Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach. *Journal of Educational Psychology*, 111(3), 497.
- Vansteenkiste, M. & Soenens, B. (2025). Het ABC van motivatie in onderwijs. LannooCampus, België.

## Course content-related study coaching

By email or appointment: Dr. Sofie Morbée (Sofie.Morbee@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 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 rounded.

### **Facilities for Working Students**

Participation in extra exam sessions.