

## SYLLABUS

### 1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

### 2. Information about the course

2.1 Title of the course	<b>Self-development: Competition and motivation in education</b>					
2.2 Teacher in charge of the lecture	Full professor Oana Negru-Subtirica					
2.3 Teacher in charge of the seminar	Full professor Oana Negru-Subtirica					
2.4 Study year		2.5 Semester		2.6. Examination type		2.7 Course type
3		5		Written examination		Optional

### 3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	3	out of which: 3.2	2	3.3 seminar / laboratory	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5	28	3.6 seminar / laboratory	14
Distribution of the allocated amount of time:					100 hours
Individual study (textbook, course support, bibliography, and notes)					30
Supplementary documentation at the library using specialized electronic platforms in the field					12
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					10
Tutoring					4
Exams					2
Other activities: research activities					
3.7 Total number of hours of individual study	58				
3.8 Total number of hours per semester	100				

3.9 Number of credits (ECTS)	4
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#### 4. Prerequisites (if applicable)

4.1 Curriculum	Experimental Psychology
4.2 Competencies	-

#### 5. Requirements (if applicable)

5.1 For the lecture	<ul style="list-style-type: none"> <li>Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.</li> </ul>
5.2 For the seminar / laboratory	<ul style="list-style-type: none"> <li>Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.</li> </ul>

#### 6. Specific skills acquired

<b>Professional skills</b>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Understanding the role of self-formation and motivation in educational settings, integrating the digital and Artificial Intelligence (AI)</li> <li>Knowledge of key theories of motivation in educational settings</li> <li>Characterization of main typologies of goals and motivation orientations, in line with theories of motivation</li> <li>Understanding the main mechanisms of goals and motivation orientations, integrating the digital and Artificial Intelligence (AI)</li> <li>Familiarization with the role and effects of social comparison and competition in education</li> </ul> <p><b>Explanation and interpretation</b></p> <ul style="list-style-type: none"> <li>Arguing the role of theory-driven and empirically tested interventions to increase student motivation</li> <li>Interpretation of academic achievement from motivation and social comparison perspectives, integrating the digital and Artificial Intelligence (AI)</li> <li>Carrying out comparative analyses of interventions based on the main theories of motivation in education</li> </ul> <p><b>Instrumental - applicative</b></p> <ul style="list-style-type: none"> <li>Learning core measurement techniques and issues for each theoretical approach</li> <li>Developing skills to plan motivation interventions (primary level)</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>Cultivating a responsible attitude towards the research activity in the field</li> <li>Cultivating a responsible attitude towards applied interventions (theory-driven) in the field</li> </ul>
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<b>Transversal skills</b>	<ul style="list-style-type: none"> <li>• Written and oral communication skills</li> <li>• Relationship and teamwork skills</li> <li>• Time management skills and the management of resources</li> <li>• Competences in using scientific terminology in the field of cognitive science</li> <li>• Competences for the interdisciplinary use of knowledge and terminology in the fields of psychology and cognitive sciences</li> </ul>
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## 7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	Familiarizing students with theories, measurement, and interventions for competition and motivation in education, from a self-development standpoint
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• Presentation of motivational theories of self-development and educational achievement, integrating the digital and Artificial Intelligence (AI)</li> <li>• Analysis of the differential role of theories of motivation in self-development</li> <li>• Critical analysis of the relation between motivation and performance, with a focus on the role of competition versus collaboration</li> <li>• Discussion of core measurement approaches for motivation in education</li> <li>• Analysis of interventions based on motivational theories of self-development</li> </ul>

## 8. Content

8.1 Lecture	Teaching strategies	Remarks
The academic self: Development <b>Keywords:</b> self-concept development, frame of reference effects, social comparison	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Marsh, H. W., Seaton, M., Dicke, T., Parker, P. D., Horwood, (2019). The centrality of academic self-concept to motivation and learning. In M. S., Renninger, K. A., & Hidi, S. E., <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 36–62).
The academic self: Mechanisms <b>Keywords:</b> self-concept development, frame of reference effects, social comparison	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Marsh, H. W., Seaton, M., Dicke, T., Parker, P. D., Horwood, (2019). The centrality of academic self-concept to motivation and learning. In M. S., Renninger, K. A., & Hidi, S. E., <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 36–62).
Digital technologies and education: Implications for motivation	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V.,

<p><b>Keywords:</b> education, digital technologies, digital literacy</p>		<p>Giannoutsou, N., Cachia, R., ... &amp; Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. <i>Education and Information Technologies</i>, 28(6), 6695-6726.</p>
<p>Achievement motivation: Goal typologies</p> <p><b>Keywords:</b> mastery, performance, engagement, outcomes</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Niemivirta, M., Pulkka, A.-T., Tapola, A., Tuominen, H., Renninger, K. A., &amp; Hidi, S. E. (2019). Achievement Goal Orientations: A Person-Oriented Approach. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 566–616)</p>
<p>Achievement motivation: Mechanisms</p> <p><b>Keywords:</b> mastery, performance, engagement, outcomes</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Niemivirta, M., Pulkka, A.-T., Tapola, A., Tuominen, H., Renninger, K. A., &amp; Hidi, S. E. (2019). Achievement Goal Orientations: A Person-Oriented Approach. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 566–616).</p>
<p>Self-determination theory: Need and goal typologies</p> <p><b>Keywords:</b> need-supportive behaviors, extrinsic-intrinsic continuum</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Ryan, R. M., &amp; Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. <i>Contemporary Educational Psychology</i>, 61, Article 101860.</p>

<p>Self-determination theory: Mechanisms</p> <p><b>Keywords:</b> need-supportive behaviors, extrinsic-intrinsic continuum</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Ryan, R. M., &amp; Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. <i>Contemporary Educational Psychology, 61</i>, Article 101860.</p>
<p>Growth versus fixed mindsets: Typologies</p> <p><b>Keywords:</b> implicit theories of intelligence, development, peer norms, STEM</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... &amp; Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. <i>Nature, 573</i>(7774), 364-369.</p>
<p>Growth versus fixed mindsets: Mechanisms</p> <p><b>Keywords:</b> implicit theories of intelligence, development, peer norms, STEM</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... &amp; Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. <i>Nature, 573</i>(7774), 364-369.</p>
<p>Expectancy-value perspectives of motivation</p> <p><b>Keywords:</b> personal values, future planning</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	<p>Rosenzweig, E. Q., Wigfield, A., Eccles, J. S., Renninger, K. A., &amp; Hidi, S. E. (2019). Expectancy-Value Theory and Its Relevance for Student Motivation and Learning. <i>In The Cambridge Handbook of Motivation and Learning</i> (pp. 617–644).</p> <p>Canning, E. A., Harackiewicz, J. M., Renninger, K. A., &amp; Hidi, S. E. (2019). Utility Value and Intervention Framing. <i>In The Cambridge Handbook of</i></p>

		<b>Motivation and Learning (pp. 645–662).</b>
Importance of digital literacy <b>Keywords:</b> digital technologies, digital literacy, 21 <sup>st</sup> century skills	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Applying motivational theories to Artificial Intelligence (AI) <b>Keywords:</b> self-determination, expectancy-value, self-efficacy, achievement orientations	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Guo, J., Ma, Y., Li, T., Noetel, M., Liao, K., & Greiff, S. (2024). Harnessing Artificial Intelligence in Generative Content for enhancing motivation in learning. <i>Learning and Individual Differences</i> , 102547.
Implementing AI technologies in education: Costs and benefits <b>Keywords:</b> benefits, costs, recommendations, biases	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
Integrative approaches on motivation development <b>Keywords:</b> cultural norms, socio-economic context	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Linnenbrink-Garcia, L., Wormington, S. V., Renninger, K. A., & Hidi, S. E. (2019). An Integrative Perspective for Studying Motivation in Relation to Engagement and Learning. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 739–758).

**Mandatory references:**

American Psychological Association (2023, July 5). *Studying human cognition can make AI better, with Tom Griffiths, PhD. Speaking of psychology* [Video]. YouTube. <https://www.youtube.com/watch?v=rYF6itodA8g&t=533s>

Guo, J., Ma, Y., Li, T., Noetel, M., Liao, K., & Greiff, S. (2024). Harnessing Artificial Intelligence in Generative Content for enhancing motivation in learning. *Learning and Individual Differences*, 102547. <https://doi.org/10.1016/j.lindif.2024.102547>

Renninger, K., & Hidi, S. (2019). *The Cambridge Handbook of Motivation and Learning* (Cambridge Handbooks in Psychology) (pp. 36-62, 63-86, 566-616, 617-644, 645-662 & 739-758). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781316823279>

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., ... & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies*, 28(6), 6695-6726. <https://doi.org/10.1007/s10639-022-11431-8>

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... & Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573(7774), 364-369. <https://doi.org/10.1038/s41586-019-1466-y>

**!!! Note: only the chapters related to the topics taught in the lecture and the seminar are mandatory from the works mentioned above.**

8.2 Seminar / laboratory	Teaching strategies	Remarks
<p>The academic self: Research and applied implications for measurement</p> <p><b>Keywords:</b> self-concept development, frame of reference effects</p>	<p>Exposure, conversation</p>	<p>Marsh, H. W., Seaton, M., Dicke, T., Parker, P. D., Horwood, (2019). The centrality of academic self-concept to motivation and learning. In M. S., Renninger, K. A., &amp; Hidi, S. E., <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 36–62).</p>
<p>The academic self: Research and applied implications of interventions</p> <p><b>Keywords:</b> self-concept development, frame of reference effects, social comparison</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	<p>Marsh, H. W., Seaton, M., Dicke, T., Parker, P. D., Horwood, (2019). The centrality of academic self-concept to motivation and learning. In M. S., Renninger, K. A., &amp; Hidi, S. E., <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 36–62).</p>
<p>Digital technologies and education: Research and applied implications for motivation</p> <p><b>Keywords:</b> education, digital technologies, digital literacy</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	<p>Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., ... &amp; Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. <i>Education and information technologies</i>, 28(6), 6695-6726.</p>

<p>Achievement motivation: Research and applied implication of measurement</p> <p><b>Keywords:</b> mastery, performance, engagement, outcomes</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	<p>Niemivirta, M., Pulkka, A.-T., Tapola, A., Tuominen, H., Renninger, K. A., &amp; Hidi, S. E. (2019). Achievement Goal Orientations: A Person-Oriented Approach. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 566–616).</p>
<p>Achievement motivation: Research and applied implications of interventions</p> <p><b>Keywords:</b> mastery, performance, engagement, outcomes</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	<p>Niemivirta, M., Pulkka, A.-T., Tapola, A., Tuominen, H., Renninger, K. A., &amp; Hidi, S. E. (2019). Achievement Goal Orientations: A Person-Oriented Approach. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 566–616).</p>
<p>Self-determination theory: Research and applied implications of measurement</p> <p><b>Keywords:</b> need-supportive behaviors, extrinsic-intrinsic continuum</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	<p>Ryan, R. M., &amp; Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. <i>Contemporary Educational Psychology</i>, 61, Article 101860.</p>
<p>Self-determination theory: Research and applied implications of interventions</p> <p><b>Keywords:</b> need-supportive behaviors, extrinsic-intrinsic continuum</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, Guided discovery, practical activities</p>	<p>Ryan, R. M., &amp; Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. <i>Contemporary Educational Psychology</i>, 61, Article 101860.</p>
<p>Growth versus fixed mindsets: Research and applied implications of measurement</p>	<p>Presentation, knowledge synthesis, conceptual</p>	<p>Yeager, D. S., Hanselman, P., Walton, G. M.,</p>

<p><b>Keywords:</b> implicit theories of intelligence, development, peer norms, STEM</p>	<p>clarification, group activities, guided discovery, conversation</p>	<p>Murray, J. S., Crosnoe, R., Muller, C., ... &amp; Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. <i>Nature</i>, 573(7774), 364-36</p>
<p>Growth versus fixed mindsets: Research and applied implications of interventions</p> <p><b>Keywords:</b> implicit theories of intelligence, development, peer norms, STEM</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	<p>Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... &amp; Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. <i>Nature</i>, 573(7774), 364-369.</p>
<p>Expectancy-value perspectives of motivation: Research and applied implications</p> <p><b>Keywords:</b> personal values, future planning</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	<p>Rosenzweig, E. Q., Wigfield, A., Eccles, J. S., Renninger, K. A., &amp; Hidi, S. E. (2019). Expectancy-Value Theory and Its Relevance for Student Motivation and Learning. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 617–644).</p> <p>Canning, E. A., Harackiewicz, J. M., Renninger, K. A., &amp; Hidi, S. E. (2019). Utility Value and Intervention Framing. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 645–662).</p>
<p>Importance of digital literacy: Research and applied implications</p> <p><b>Keywords:</b> digital technologies, digital literacy, 21<sup>st</sup> century skills</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation, practical activities</p>	
<p>Applying motivational theories to Artificial Intelligence (AI): Research and applied implications</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery,</p>	<p>Guo, J., Ma, Y., Li, T., Noetel, M., Liao, K., &amp; Greiff, S. (2024). Harnessing Artificial Intelligence in</p>

<p><b>Keywords:</b> self-determination, expectancy-value, self-efficacy, achievement orientations</p>	<p>conversation, practical activities</p>	<p>Generative Content for enhancing motivation in learning. <i>Learning and Individual Differences</i>, 102547.</p>
<p>Implementing AI technologies in education: Costs and benefits from research and practice perspectives</p> <p><b>Keywords:</b> benefits, costs, recommendations, biases</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation, practical activities</p>	
<p>Integrative approaches on motivation development: Implications for practice</p> <p><b>Keywords:</b> cultural norms, socio-economic context</p>	<p>Knowledge synthesis, conceptual clarification, conversation</p>	<p>Linnenbrink-Garcia, L., Wormington, S. V., Renninger, K. A., &amp; Hidi, S. E. (2019). An Integrative Perspective for Studying Motivation in Relation to Engagement and Learning. In <i>The Cambridge Handbook of Motivation and Learning</i> (pp. 739–758).</p>

**Mandatory references:**

- American Psychological Association (2023, July 5). *Studying human cognition can make AI better, with Tom Griffiths, PhD. Speaking of psychology* [Video]. YouTube. <https://www.youtube.com/watch?v=rYF6itodA8g&t=533s>
- Guo, J., Ma, Y., Li, T., Noetel, M., Liao, K., & Greiff, S. (2024). Harnessing Artificial Intelligence in Generative Content for enhancing motivation in learning. *Learning and Individual Differences*, 102547. <https://doi.org/10.1016/j.lindif.2024.102547>
- Renninger, K., & Hidi, S. (2019). *The Cambridge Handbook of Motivation and Learning* (Cambridge Handbooks in Psychology) (pp. 36-62, 63-86, 566-616, 617-644, 645-662 & 739-758). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781316823279>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., ... & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies*, 28(6), 6695-6726. <https://doi.org/10.1007/s10639-022-11431-8>
- Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... & Paunesku, D. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573(7774), 364-369. <https://doi.org/10.1038/s41586-019-1466-y>

**!!! Note: only the chapters related to the topics taught in the lecture and the seminar are mandatory from the works mentioned above.**

**9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program**

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of cognitive sciences, and their approach is based on the most recent results found in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lecture		Written exam	60%
10.5 Seminar / laboratory		Project	40%
10.6 Minimum passing score			
<p><b>The final evaluation</b> will be based on a written exam conducted in the exam session at the end of the semester and of a research project.</p> <p>The final grade consists of:</p> <ul style="list-style-type: none"> <li>a. score obtained in the written exam in proportion of 60% (maximum of 6 points)</li> <li>b. research project 40% (up to 4 points).</li> </ul> <p>The simultaneous conditions for passing this exam are:</p> <ul style="list-style-type: none"> <li>a.a minimum of 2.5 points for the written exam out of the 6 maximum possible points;</li> <li>b.a minimum of 5 points from the final grade (combined score: project and exam).</li> </ul>			

**11. Labels ODD (Sustainable Development Goals)**

	General label for Sustainable Development							
								
								

Date: April 2025

Signature of the teacher in charge of the lecture

Professor Oana Negru-Subtirica

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Signature of the teacher in charge of the seminar

Professor Oana Negru-Subtirica

A handwritten signature in blue ink, identical to the one on the left, consisting of a series of loops and a long horizontal stroke extending to the right.

Approval date in the department

Signature of the Head of the department /director