

## SYLLABUS

Self-development: Competition and motivation in education

University year 2025-2026

### 1. Information regarding the programme

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 programme/Qualification	Psychologist
1.7. Form of education	Full-time

### 2. Information regarding the discipline

2.1. Name of the discipline	Self-development: Competition and motivation in education	Discipline code	<b>PLE1537</b>
2.2. Course coordinator	Professor Oana Negru-Subtirica		
2.3. Seminar coordinator	Professor Oana Negru-Subtirica Ph.D. student Daria Dodan		
2.4. Year of study	III	2.5. Semester	<b>5</b>
2.6. Type of evaluation	<b>E</b>	2.7. Discipline regime	<b>DC</b>

### 3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	<b>3</b>	of which: 3.2 course	<b>2</b>	3.3 seminar/laboratory	<b>1</b>
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laborator	<b>14</b>
<b>Time allotment for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Learning using manual, course support, bibliography, course notes (SA)					30
Additional documentation (in libraries, on electronic platforms, field documentation)					12
<b>Preparation for seminars/labs, homework, papers, portfolios and essays</b>					<b>10</b>
Tutorship					4
Evaluations					2
Other activities:					
<b>3.7. Total individual study hours</b>					<b>58</b>
<b>3.8. Total hours per semester</b>					<b>100</b>
<b>3.9. Number of ECTS credits</b>					<b>4</b>

### 4. Prerequisites (if necessary)

4.1. curriculum	Experimental Psychology
4.2. competencies	-

### 5. Conditions (if necessary)

5.1. for the course	Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2. for the seminar /lab activities	Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

### 6.1. Specific competencies acquired <sup>1</sup>

<sup>1</sup> One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

<b>Professional/essential competencies</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</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, in line with theories of motivation</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</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>
<b>Transversal competencies</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> </ul> <p>Competences for the interdisciplinary use of knowledge and terminology in the fields of psychology and cognitive sciences</p>

## 6.2. Learning outcomes

<b>Knowledge</b>	<p>The student knows:</p> <ul style="list-style-type: none"> <li>• the key principles and constructs of contemporary theories of motivation, as well as the contexts in which each theory is most applicable.</li> <li>• the relations among major motivational constructs and how these relate to student learning and academic achievement.</li> <li>• how digital technologies can be adapted to educational settings to improve student learning and motivation.</li> </ul>
<b>Skills</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• critically analyze and compare the strengths and limitations of each theory of motivation.</li> <li>• evaluate interventions aimed at increasing motivation, using evidence from multiple theoretical perspectives.</li> <li>• develop a research project within the field of motivation.</li> <li>• translate the principles of theories of motivation into practical applications for enhancing student motivation and learning</li> </ul>
<b>Responsibility and autonomy:</b>	<p>The student has the ability to work independently to:</p> <ul style="list-style-type: none"> <li>• obtain knowledge on how to develop a research project within the field of motivation.</li> <li>• critically analyze empirical evidence and interventions within the field of motivation.</li> </ul>

## 7. Objectives of the discipline (outcome of the acquired competencies)

<b>7.1 General objective of the discipline</b>	<ul style="list-style-type: none"> <li>• Familiarizing students with theories, measurement, and interventions for competition and motivation in education, from a self-development standpoint</li> </ul>
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<p><b>7.2 Specific objective of the discipline</b></p>	<ul style="list-style-type: none"> <li>• Presentation of motivational theories of self-development and educational achievement</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>
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**8. Content**

8.1 Course	Teaching methods	Remarks
<p>The academic self: Development</p> <p><b>Keywords:</b> self-concept development, frame of reference effects, social comparison</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</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., <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 36–62).</p>
<p>The academic self: Mechanisms</p> <p><b>Keywords:</b> self-concept development, frame of reference effects, social comparison</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</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., <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 36–62).</p>
<p>Motivational functions of academic achievement</p> <p><b>Keywords:</b> social comparison, personality</p>	<p>Lecture, demonstrative example, synthesis of knowledge, guided discovery</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., <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 36–62).</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 <b>The Cambridge Handbook of Motivation and</b></p>

		<b>Learning</b> (pp. 566–616)
Achievement motivation: Mechanisms <b>Keywords:</b> mastery, performance, engagement, outcomes	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Niemivirta, M., Pulkka, A.-T., Tapola, A., Tuominen, H., Renninger, K. A., & Hidi, S. E. (2019). Achievement Goal Orientations: A Person-Oriented Approach. In <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 566–616)
Self-determination theory: Need and goal typologies <b>Keywords:</b> need-supportive behaviors, extrinsic-intrinsic continuum	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Ryan, R. M., & 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. <a href="https://doi.org/10.1016/j.cedpsy.2020.101860">https://doi.org/10.1016/j.cedpsy.2020.101860</a>
Self-determination theory: Mechanisms <b>Keywords:</b> need-supportive behaviors, extrinsic-intrinsic continuum	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Ryan, R. M., & 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. <a href="https://doi.org/10.1016/j.cedpsy.2020.101860">https://doi.org/10.1016/j.cedpsy.2020.101860</a>
Growth versus fixed mindsets: Typologies <b>Keywords:</b> implicit theories of intelligence, development, peer norms, STEM	Lecture, demonstrative example, synthesis of knowledge, guided discovery	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. <i>Nature</i> , 573(7774), 364-369. <a href="https://doi.org/10.1038/s41586-019-1466-y">https://doi.org/10.1038/s41586-019-1466-y</a> .
Growth versus fixed mindsets: Mechanisms <b>Keywords:</b> implicit theories of intelligence, development, peer norms, STEM	Lecture, demonstrative example, synthesis of knowledge, guided discovery	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. <i>Nature</i> , 573(7774), 364-369. <a href="https://doi.org/10.1038/s41586-019-1466-y">https://doi.org/10.1038/s41586-019-1466-y</a> .
Expectancy-value perspectives of motivation <b>Keywords:</b> personal values, future planning	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Wigfield, A., & Eccles, J. S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. In A. J. Elliot (Ed.) <i>Advances in motivation science</i> (Vol. 7, pp. 161-198).

		Elsevier. <a href="https://doi.org/10.1016/bs.adms.2019.05.002">https://doi.org/10.1016/bs.adms.2019.05.002</a>
The role of AI in shaping learner motivation and identity: risks and opportunities  <b>Keywords:</b> educational identity, ability beliefs, cognitive off-loading, self-efficacy, human-AI collaboration	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Jansen, T., Meyer, J., Fleckenstein, J., Wigfield, A., & Möller, J. (2025). "Can (A) I do this task?" The role of AI as a socializer of students' self-beliefs of their abilities. <i>Learning and Individual Differences</i> , 122, 102731. <a href="https://doi.org/10.1016/j.lindif.2025.102731">https://doi.org/10.1016/j.lindif.2025.102731</a>
Blending theories of motivation with AI  <b>Keywords:</b> personalization, instant feedback, AI affordances, expectancies for success, task value, basic needs, achievement orientations	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Jansen, T., Meyer, J., Fleckenstein, J., Wigfield, A., & Möller, J. (2025). "Can (A) I do this task?" The role of AI as a socializer of students' self-beliefs of their abilities. <i>Learning and Individual Differences</i> , 122, 102731. <a href="https://doi.org/10.1016/j.lindif.2025.102731">https://doi.org/10.1016/j.lindif.2025.102731</a>
The impact of poverty on educational and cognitive development  <b>Keywords:</b> poverty, socio-economic status, time preference, hidden talents	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Negru-Subtirica, O., Timar-Anton, C., Marinica, B., & Glavan, B. (2021). How poverty affects youth development: From social inequalities to social inclusion. In O. Negru-Subtirica & E. Crocetti (Eds.), <i>Building inclusive societies: Promoting social inclusion and reducing discrimination</i> . ASCR Publishing House.
Integrative approaches on motivation development  <b>Keywords:</b> cultural norms, socio-economic context	Lecture, demonstrative example, synthesis of knowledge, guided discovery	Urhahne, D., & Wijnia, L. (2023). Theories of motivation in education: An integrative framework. <i>Educational Psychology Review</i> , 35(2), 45. <a href="https://doi.org/10.1007/s10648-023-09767-9">https://doi.org/10.1007/s10648-023-09767-9</a>
Bibliography:		
<p>Jansen, T., Meyer, J., Fleckenstein, J., Wigfield, A., &amp; Möller, J. (2025). "Can (A) I do this task?" The role of AI as a socializer of students' self-beliefs of their abilities. <i>Learning and Individual Differences</i>, 122, 102731. <a href="https://doi.org/10.1016/j.lindif.2025.102731">https://doi.org/10.1016/j.lindif.2025.102731</a></p> <p>Negru-Subtirica, O., Timar-Anton, C., Marinica, B., &amp; Glavan, B. (2021). How poverty affects youth development: From social inequalities to social inclusion. In O. Negru-Subtirica &amp; E. Crocetti (Eds.), <i>Building inclusive societies: Promoting social inclusion and reducing discrimination</i>. ASCR Publishing House.</p> <p>Renninger, K., &amp; Hidi, S. (2019). <i>The Cambridge Handbook of Motivation and Learning</i> (Cambridge Handbooks in Psychology) (pp. 36-62, 63-86, 566-616). Cambridge: Cambridge University Press. <a href="https://doi.org/10.1017/9781316823279">https://doi.org/10.1017/9781316823279</a></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. <a href="https://doi.org/10.1016/j.cedpsych.2020.101860">https://doi.org/10.1016/j.cedpsych.2020.101860</a></p> <p>Urhahne, D., &amp; Wijnia, L. (2023). Theories of motivation in education: An integrative framework. <i>Educational Psychology Review</i>, 35(2), 45. <a href="https://doi.org/10.1007/s10648-023-09767-9">https://doi.org/10.1007/s10648-023-09767-9</a></p> <p>Wigfield, A., &amp; Eccles, J. S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. In A. J. Elliot (Ed.) <i>Advances in motivation science</i> (Vol. 7, pp. 161-198). Elsevier. <a href="https://doi.org/10.1016/bs.adms.2019.05.002">https://doi.org/10.1016/bs.adms.2019.05.002</a></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. <a href="https://doi.org/10.1038/s41586-019-1466-y">https://doi.org/10.1038/s41586-019-1466-y</a></p>		

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

**Optional references:**

Damian, L. E., Negru-Subtirica, O., Pop, E. I., & Baban, A. (2016). The costs of being the best: Consequences of academic achievement on students' identity, perfectionism, and vocational development. In: Montgomery, A. & Kehoe, I. (Eds.), *Reimagining the purpose of schools and educational organisations: Developing critical thinking, agency, beliefs in schools and educational organizations* (pp. 173-188). Springer International Publishing.

Frankenhuis, W. E., Young, E. S., & Ellis, B. J. (2020). The hidden talents approach: Theoretical and methodological challenges. *Trends in Cognitive Sciences*, 24, 569-581. <https://doi.org/10.1016/j.tics.2020.03.007>

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*, 116, 102547. <https://doi.org/10.1016/j.lindif.2024.102547>

Negru-Subtirica, O., & Damian, L. E. (2018). The great escape: Linking youth identity development to growing up in post-communist Romania. In: Lebedeva N., Dimitrova R., & Berry J. (Eds), *Changing values and identities in the post-communist world. Societies and political orders in transition* (pp. 333-347). Springer International Publishing, Cham: Switzerland. [https://doi.org/10.1007/978-3-319-72616-8\\_19](https://doi.org/10.1007/978-3-319-72616-8_19)

Negru-Subtirica, O., & Pop, E. I. (2018). Reciprocal associations between educational identity and vocational identity in adolescence: A three-wave longitudinal investigation. *Journal of Youth and Adolescence*, 47, 703-716. <https://doi.org/10.1007/s10964-017-0789-y>

Negru-Subtirica, O., Pop, E. I., Crocetti, E., & Meeus, W. (2020). Social comparison at school: Can GPA and personality mutually influence each other across time? *Journal of Personality*, 88, 555-567. <https://doi.org/10.1111/jopy.12510>

8.2 Seminar / laboratory	Teaching methods	Remarks
<p>The academic self: 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., <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 36-62).</p>
<p>The academic self: 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., <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 36-62).</p>
<p>Motivational functions of academic achievement: Measurement and interventions</p> <p><b>Keywords:</b> social comparison, personality</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., <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 36-62).</p>

<p>Achievement motivation: 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 <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 566–616)</p>
<p>Achievement motivation: 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 <b>The Cambridge Handbook of Motivation and Learning</b> (pp. 566–616)</p>
<p>Self-determination theory: 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. <a href="https://doi.org/10.1016/j.cedpsych.2020.101860">https://doi.org/10.1016/j.cedpsych.2020.101860</a></p>
<p>Self-determination theory: 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. <a href="https://doi.org/10.1016/j.cedpsych.2020.101860">https://doi.org/10.1016/j.cedpsych.2020.101860</a></p>
<p>Growth versus fixed mindsets: Measurement</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. <a href="https://doi.org/10.1038/s41586-019-1466-y">https://doi.org/10.1038/s41586-019-1466-y</a>.</p>
<p>Growth versus fixed mindsets: 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. <a href="https://doi.org/10.1038/s41586-019-1466-y">https://doi.org/10.1038/s41586-019-1466-y</a>.</p>

<p>Expectancy-value perspectives of motivation: Measurement and interventions</p> <p><b>Keywords:</b> personal values, future planning</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	<p>Wigfield, A., &amp; Eccles, J. S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. In A. J. Elliot (Ed.) <i>Advances in motivation science</i> (Vol. 7, pp. 161-198). Elsevier. <a href="https://doi.org/10.1016/bs.adms.2019.05.002">https://doi.org/10.1016/bs.adms.2019.05.002</a></p>
<p>The role of AI in shaping learner motivation and identity: risks and opportunities</p> <p><b>Keywords:</b> educational identity, ability beliefs, cognitive off-loading, self-efficacy, human-AI collaboration</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	<p>Jansen, T., Meyer, J., Fleckenstein, J., Wigfield, A., &amp; Möller, J. (2025). "Can (A) I do this task?" The role of AI as a socializer of students' self-beliefs of their abilities. <i>Learning and Individual Differences</i>, 122, 102731. <a href="https://doi.org/10.1016/j.lindif.2025.102731">https://doi.org/10.1016/j.lindif.2025.102731</a></p>
<p>Blending theories of motivation with AI</p> <p><b>Keywords:</b> personalization, instant feedback, AI affordances, expectancies for success, task value, basic needs, achievement orientations</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	<p>Jansen, T., Meyer, J., Fleckenstein, J., Wigfield, A., &amp; Möller, J. (2025). "Can (A) I do this task?" The role of AI as a socializer of students' self-beliefs of their abilities. <i>Learning and Individual Differences</i>, 122, 102731. <a href="https://doi.org/10.1016/j.lindif.2025.102731">https://doi.org/10.1016/j.lindif.2025.102731</a></p>
<p>The impact of poverty on educational and cognitive development: Implications for practice</p> <p><b>Keywords:</b> poverty, socio-economic status, time preference, hidden talents</p>	<p>Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	<p>Negru-Subtirica, O., Timar-Anton, C., Marinica, B., &amp; Glavan, B. (2021). How poverty affects youth development: From social inequalities to social inclusion. In O. Negru-Subtirica &amp; E. Crocetti (Eds.), <i>Building inclusive societies: Promoting social inclusion and reducing discrimination</i>. ASCR Publishing House.</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>Urhahne, D., &amp; Wijnia, L. (2023). Theories of motivation in education: An integrative framework. <i>Educational Psychology Review</i>, 35(2), 45. <a href="https://doi.org/10.1007/s10648-023-09767-9">https://doi.org/10.1007/s10648-023-09767-9</a></p>
<p><b>Bibliography:</b></p> <p>Jansen, T., Meyer, J., Fleckenstein, J., Wigfield, A., &amp; Möller, J. (2025). "Can (A) I do this task?" The role of AI as a socializer of students' self-beliefs of their abilities. <i>Learning and Individual Differences</i>, 122, 102731. <a href="https://doi.org/10.1016/j.lindif.2025.102731">https://doi.org/10.1016/j.lindif.2025.102731</a></p> <p>Negru-Subtirica, O., Timar-Anton, C., Marinica, B., &amp; Glavan, B. (2021). How poverty affects youth development: From social inequalities to social inclusion. In O. Negru-Subtirica &amp; E. Crocetti (Eds.), <i>Building inclusive societies: Promoting social inclusion and reducing discrimination</i>. ASCR Publishing House.</p> <p>Renninger, K., &amp; Hidi, S. (2019). <i>The Cambridge Handbook of Motivation and Learning</i> (Cambridge Handbooks in Psychology) (pp. 36-62, 63-86, 566-616). Cambridge: Cambridge University Press. <a href="https://doi.org/10.1017/9781316823279">https://doi.org/10.1017/9781316823279</a></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. <a href="https://doi.org/10.1016/j.cedpsych.2020.101860">https://doi.org/10.1016/j.cedpsych.2020.101860</a></p> <p>Urhahne, D., &amp; Wijnia, L. (2023). Theories of motivation in education: An integrative framework. <i>Educational Psychology Review</i>, 35(2), 45. <a href="https://doi.org/10.1007/s10648-023-09767-9">https://doi.org/10.1007/s10648-023-09767-9</a></p> <p>Wigfield, A., &amp; Eccles, J. S. (2020). 35 years of research on students' subjective task values and motivation: A look back and a look forward. In A. J. Elliot (Ed.) <i>Advances in motivation science</i> (Vol. 7, pp. 161-198). Elsevier. <a href="https://doi.org/10.1016/bs.adms.2019.05.002">https://doi.org/10.1016/bs.adms.2019.05.002</a></p>		

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

**Optional references:**

Damian, L. E., Negru-Subtirica, O., Pop, E. I., & Baban, A. (2016). The costs of being the best: Consequences of academic achievement on students' identity, perfectionism, and vocational development. In: Montgomery, A. & Kehoe, I. (Eds.), *Reimagining the purpose of schools and educational organisations: Developing critical thinking, agency, beliefs in schools and educational organizations* (pp. 173-188). Springer International Publishing.

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Negru-Subtirica, O., & Damian, L. E. (2018). The great escape: Linking youth identity development to growing up in post-communist Romania. In: Lebedeva N., Dimitrova R., & Berry J. (Eds), *Changing values and identities in the post-communist world. Societies and political orders in transition* (pp. 333-347). Springer International Publishing, Cham: Switzerland. [https://doi.org/10.1007/978-3-319-72616-8\\_19](https://doi.org/10.1007/978-3-319-72616-8_19)

Negru-Subtirica, O., & Pop, E. I. (2018). Reciprocal associations between educational identity and vocational identity in adolescence: A three-wave longitudinal investigation. *Journal of Youth and Adolescence*, 47, 703-716.  
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Negru-Subtirica, O., Pop, E. I., Crocetti, E., & Meeus, W. (2020). Social comparison at school: Can GPA and personality mutually influence each other across time? *Journal of Personality*, 88, 555-567. <https://doi.org/10.1111/jopy.12510>

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of 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 Percentage of final grade
10.4 Course	Assessment of the specific competencies and knowledge developed throughout the course	Written exam	70%
10.5 Seminar/laboratory	Continuous assessment during the semester: through a research project	Research project (group task, with individual contribution assessed)	15%
	Continuous assessment during the semester: Active participation during the semester, defined as the constructive and scientifically-informed responses to the teacher's questions/ course tasks (up to 0.35 points/didactic activity)	Argumentation and responses to the questions and tasks provided by the teacher	15%
10.6 Minimum standard of performance			

The final evaluation will be based on a written exam conducted in the exam session at the end of the semester and on students' presentation of a research project and active participation during the semester.

The final grade consists of:

- a. score obtained in the written exam in proportion of 70% (maximum of 7 points)
- b. research project 15% (maximum of 1.5 points) - to be graded on the research project, students must be physically present at the time of its presentation
- c. active participation during the semester 15% (maximum of 1.5 points)

The simultaneous conditions for passing the exam are:

- a. a minimum of 3.5 points for the written exam out of the 7 maximum possible points.
  - b. a minimum of 5 points from the final grade (combined score: continuous assessment during the semester and exam).
- The continuous assessment during the semester cannot be made up during the resit (retake) session. The maximum grade that can be obtained in the resit session is 7 for students who did not participate in any semester activities.
  - The score obtained for the continuous assessment during the semester is also recognized in the resit (retake) session (maximum of 3 points – research project + active participation).
  - Communication with the teacher in charge of the lectures and seminars is only carried out by email, using the institutional address.

**11. Labels ODD (Sustainable Development Goals)<sup>2</sup>**

	General label for Sustainable Development							
								
								

Date:  
October 2025

Signature of course coordinator  
Prof. Oana Negru-Subtirica

Signature of seminar coordinator  
Dodan Daria, PhD student  
Prof. Oana Negru-Subtirica

Date of approval:  
...

Signature of the head of  
department.....

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