

Graduate Course Number: 7303

Course Title: Drive Book Study & Classroom Application

Days/Times of Online/Zoom Meetings: June 5 - July 28, 2023. Two full online class meetings otherwise course work done asynchronously. The two Zoom Online Class Meetings will be held on Monday, June 12 (7-8 pm CST) and Monday, July 24 (7-8 pm CST)

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 3

Instructor with phone number, email address, and office hours: Chris Gleason, 608-512-7962, cgleason@vandercook.edu, Office Hours - I will respond to your messages within 24 hours. Please contact me if you would like to arrange a face to face Zoom meeting.

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: There are reading and online discussion assignments due each week beginning week All assignments are due by 11:59 PM (CST) on the designated date. Grading will be based on a variety of methods to demonstrate learning. Throughout the course, we will utilize discussion questions, chapter questions, assignments and a final project to gauge growth. Active class participation and engagement in all facets of this online class is expected.

Course Description: Drive: The Surprising Truth About What Motivates Us by Dan Pink has made a profound impact on my teaching. Drawing on decades of research, Pink exposes the mismatch between what science knows and what education does. Many of our schools are stuck using “carrot and stick” approaches that often fail and actually do harm. This book study will examine the elements of intrinsic motivation-autonomy, mastery and purpose as well as how to put these principles into action in your classroom. Participants will have the opportunity to reflect on their own practice as well as engage with other educators to cultivate new ideas and concepts. Along the way, we will visit classrooms that are enlisting new approaches to motivation and meet teachers who are blazing a trail for us.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>The students will be able to examine and describe the historical research surrounding motivation and its role in education.</p> <p>The students will analyze and describe the use and effects of motivation 2.0 in both education and life.</p> <p>The students will compare and contrast intrinsic (Type I) motivation versus extrinsic (Type X) motivation and the role it plays in education.</p> <p>The students will identify and define the three elements of intrinsic motivation exploring the role they play in education and in their own personal lives.</p> <p>Students will synthesize and apply the concepts to their own teaching practice through lesson and material creation and preparation and share them with others.</p>	<p>Student Learning Objectives will be assessed through:</p> <p>“Drive” Topic Questions (25%)  Initial Discussion Board Entry &amp; Responses (25%)  Think Outside The Book Projects (25%)  Final Summative Really Totally Done Wrap-Up Project (25%)</p>

Program-Level Outcomes Addressed: Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of

educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment: Instructor Role:

My role in this course is not to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows us all to bring our own interests and expertise to the class. My goal is to provide materials, experiences, and expertise that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings, case studies and other materials. I encourage respectful exchanges, listening carefully to differing opinions with the aim of having us all learn from each other. My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

Student Role:

Your role as a graduate student is to be present and engaged. The best way to do this, is to be prepared, ready for discussion, consideration, and contemplation. While there are many different personalities and learning styles, as an instructor I attempt to address and involve as many of these as possible, it is possible that you might be confused and need clarification at some point(s). It is your role and responsibility to ask, and actively seek further information until you understand. I am more than happy to answer any questions.

As a graduate level course, the goal is to reach higher levels of Bloom Taxonomy (Analyze, Evaluate and Create). Thus, students are encouraged and expected to search beyond basic textbook definitions and understanding, and be willing to think critically and challenge assumptions, whether it be their own, or others. It is in this intellectual “stretch” that higher levels of learning can happen.

Policies and Procedures:

Regular engagement in the online discussions and completion of all assignments are necessary to successfully complete this course.

Late work may not be accepted. Due dates are in the syllabus and course calendar. If serious extenuating circumstances prevent you from turning something in, contact me ASAP (preferably before the due date) to see if arrangements can be made.

Extra credit is not offered during this course.

Interaction will be asynchronous except for the two meetings.

Students are expected to use the internal private message feature in Schoology when communicating privately with the instructor.

Students will receive weekly announcements and posts in the Updates section of the course

where they can reply with questions and/or comments. Students are encouraged to post questions for the class in the Updates area.

During the course, students will engage in weekly discussions, workshops, and assignments, posed by the instructor.

Posting and responding to posts by other class members is a course expectation and requirement.

The instructor will actively moderate discussion questions and interact with students on a weekly basis.

Each student will integrate one or more parts of the course into their teaching during and after the course ends.

Each student will complete the course evaluation

Grading Breakdown: “Drive” Topic Questions (25%)  
Initial Discussion Board Entry & Responses (25%)  
Think Outside The Book Projects (25%)  
Final Summative Really Totally Done Wrap-Up Project (25%)

Instructional Materials: Required Instructional Materials

Pink, Daniel H. Drive: The Surprising Truth About What Motivates Us. New York, NY: Riverhead Books, 2009. (ISBN 978-1-59448-884-9)

Course Bibliography: Bibliography

Ariely, Dan “Are We In Control Of Our Own Decisions.” December 2008,  
“[https://www.ted.com/talks/dan\\_ariely\\_are\\_we\\_in\\_control\\_of\\_our\\_own\\_decisions?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/dan_ariely_are_we_in_control_of_our_own_decisions?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)”

Csikszentmihalyi, Mihaly. “Flow, the Secret to Happiness.” TED,  
[www.ted.com/talks/mihaly\\_csikszentmihalyi\\_flow\\_the\\_secret\\_to\\_happiness?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](http://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare).

Dweck, Carol “The Effect of Praise on Mindsets.”, 11 June 2010, [https://youtu.be/TTXrV0\\_3UjY](https://youtu.be/TTXrV0_3UjY)

Goff-Dupont, Sarah. “5 Questions about Motivation with Daniel Pink.” Work Life by Atlassian, Atlassian, 30 Oct. 2019,  
[www.atlassian.com/blog/productivity/5-questions-about-motivation-with-daniel-pink](http://www.atlassian.com/blog/productivity/5-questions-about-motivation-with-daniel-pink).

Kohn, Alfie. "35: Happy Kids, Better Relationship: Unconditional Parenting with Alfie Kohn." Listen Notes, [www.listennotes.com/podcasts/relationship-alive/35-happy-kids-better-pW40NxYVDUi/](http://www.listennotes.com/podcasts/relationship-alive/35-happy-kids-better-pW40NxYVDUi/).

Kohn, Alfie "Five Reasons to Stop Saying 'Good Job!'" (\*\*)." 26 Feb. 2020, [www.alfiekohn.org/article/five-reasons-stop-saying-good-job/](http://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/).

Pink, Dan "Two Simple Questions That Can Change Your Life.", 15 July 2013, [www.danpink.com/2010/01/2questionsvideo/](http://www.danpink.com/2010/01/2questionsvideo/).

Pink, Dan. "The Flip Manifesto: 16 Counterintuitive Ideas About Motivation, Innovation, and Leadership." 9 Nov. 2015, [www.danpink.com/resource/flip-manifesto/](http://www.danpink.com/resource/flip-manifesto/).

Pink, Dan. "The Puzzle of Motivation." TED, [www.ted.com/talks/dan\\_pink\\_the\\_puzzle\\_of\\_motivation](http://www.ted.com/talks/dan_pink_the_puzzle_of_motivation).

Course Calendar or Schedule: Course Calendar  
In general, we will follow this pattern:

Monday - Beginning of the Week  
Thursday - "Drive" Topic Question Due\*  
Friday - Initial Discussion Board Entry Due\*  
Sunday - Discussion Board Response to at Least Two Classmate's Due\*  
Sunday - Think Outside The Book Project Due

\*ALL Assignments and Discussion Boards must be completed by 11:59 PM (CST) on the due date.

Lesson 1: June 5-June 11  
Historical Perspective, The Rise and Fall of Motivation 2.0 and Course Basics  
Required Reading: Introduction & Chapter 1 (p. 1-33)  
"Drive" Topic Questions 1.1 — Due Thursday, June 8  
Initial Discussion Board Entry 1.1: Meet and Greet — due Friday, June 9  
Discussion Board Responses 1.1: Meet and Greet — due Sunday, June 11  
Think Outside The Book Project 1.1 — due Sunday, June 11

Lesson 2: June 12-June 18  
Carrots & Sticks, Type I & X  
Required Reading: Chapter 2, 2a, and 3 (p. 34-81)  
"Drive" Topic Questions 2.1 — Due Thursday, June 15  
Initial Discussion Board Entry 2.1 — due Friday, June 16  
Discussion Board Responses 2.1 — due Sunday, June 18

Think Outside The Book Project 2.1 — due Sunday, June 18

Lesson 3: June 19-June 25

Autonomy

Required Reading: Chapter 4 (p. 85-108)

“Drive” Topic Questions 3.1 — Due Thursday, June 22

Initial Discussion Board Entry 3.1: — due Friday, June 23

Discussion Board Responses 3.1 —due Sunday, June 25

Think Outside The Book Project 3.1 — due Sunday, June 25

Lesson 4: June 26-July 2

Mastery

Required Reading: Chapters 5 (p. 109-130)

“Drive” Topic Questions 4.1 — Due Thursday, June 29

Initial Discussion Board Entry 4.1: — due Friday, June 30

Discussion Board Responses 4.1 —due Sunday, July 2

Think Outside The Book Project 4.1 — due Sunday, July 2

Lesson 5: July 3-July 9

Purpose

Required Reading: Chapter 6 (p. 131-146)

“Drive” Topic Questions 5.1 — Due Thursday, July 6

Initial Discussion Board Entry 5.1: — due Friday, July 7

Discussion Board Responses 5.1 —due Sunday, July 9

Think Outside The Book Project 5.1 — due Sunday, July 9

Lesson 6: July 10-July 16

Bringing It Home

Required Reading: Part 3 (p. 147-202)

“Drive” Topic Questions 6.1 — Due Thursday, July 13

Initial Discussion Board Entry 6.1: — due Friday, July 14

Discussion Board Responses 6.1 —due Sunday, July 16

Think Outside The Book Project 6.1 — due Sunday, July 16

Lesson 7: July 17-July 23

Application

Required Reading: none

Final Summative Really Totally Done Wrap-Up Project 7.1 — due Sunday, July 23

Lesson 8: July 25-July 28

Final Course Week

Required Reading: none

Initial Discussion Board Entry 8.1 - due Tuesday, July 25

Think Outside The Book Project 8.1: Drive Destination Survey—due Wednesday, July 26

Discussion Board Responses 8.1 — due Thursday, July 27

Think Outside The Book Project 8.2: Course Evaluation — due Friday, July 28

Attendance Policy: We will have three synchronous meetings lasting roughly one hour at a time mutually agreed upon by the class. The meetings will take place at the beginning, mid-point and end of the course. Attendance at these meetings is crucial as we will discuss and construct new frames of reference. If a student cannot attend a meeting due to an emergency or unavoidable conflict, they must immediately contact the instructor. The student may be asked to watch the recording of the class and submit a reflection as well.

#### Candidate Conduct

***“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”***

- Cell Phone/Computer Policy: NA

#### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

#### Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.

- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

### Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

### Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”