

DOCTORAL STUDIES COURSE UNIT DESCRIPTION

Name of subject	Field of science, code	Faculty / Center	Institute / Department
Learning and Motivation: Theories and Research	S 006	Faculty of Philosophy	Institute of Psychology

Student's workload	Credits	Student's workload	Credits
Lectures		Consultations	2
Independent study	5	Seminars	

Course annotation
<p><i>Course aim.</i></p> <p>The course is designed to get deep understanding of the contemporary learning and academic motivation theories in order to analyse the learning as complex process which effectiveness is determined by interaction of the factors from different contexts. In addition, students will deepen their methodological knowledge analyzing the up-to-date research in the field of educational psychology. After this course, doctoral students will be able to:</p> <ul style="list-style-type: none"> explain teaching and learning processes based on contemporary educational psychology theories, critically evaluate and summarize the results of empirical research in educational psychology, identify factors that determine the effectiveness of learning process, explain the need for further intervention in order to enhance the effectiveness of teaching and learning. <p><i>Course content.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> study learning and motivation theories, models and analyze the results of empirical research on motivation and learning; analyze interactions of students' motivation and learning activities; analyze individual and group differences of learners, various learning strategies of students with special needs and how the differences could affect teaching and learning, model supporting learning environment for everyone student effectively.
Reading list
Gonida E.N., Lemos M.S. (eds) <i>Motivation in Education at a Time of Global Change: Theory, Research and Implication for Practice</i> , 2019, Emerald Publishing Limited, 258 p.
Patall, E.A., Hooper S.Y., Renninger K.A. (eds.) <i>The Cambridge Handbook of Motivation and Learning</i> , 2019, Cambridge University Press, 804 p.
Ryan M.R., Deci E.L. <i>Self-determination Theory: Basic Psychological Needs in Motivation, Development and Wellness</i> , 2017, The Guilford Press, 756 p.
Shunk D.H., Jeffrey A.G. (eds) <i>Handbook of Self-regulation of Learning and Performance</i> , 2017, Routledge, 514 p.

The names of consulting teachers	Science degree	Main scientific works published in a scientific field in last 5 year period
Saulė Raižienė	Dr.	<p>Jakaitienė, Audronė; Želvys, Rimantas; Vaitekaitis, Jogaila; <u>Raižienė, Saulė</u>; Dukynaitė, Rita. Centralised mathematics assessments of Lithuanian secondary school students: population analysis // <i>Informatics in education</i>. Vilnius : Vilnius University Institute of Data Science and Digital Technologies. ISSN 1648-5831. eISSN 2335-8971. 2021, vol. 20, iss. 3, p. 439-462. DOI: 10.15388/infedu.2021.18.</p> <p><u>Raiziene, Saule</u>; Erentaite, Rasa; Pakalniskiene,</p>

		<p>Vilmante; Grigutyte, Neringa; Crocetti, Elisabetta. Identity formation patterns and online activities in adolescence // Identity: an international journal of theory and research. Oxon : Routledge–Taylor & Francis. ISSN 1528-3488. eISSN 1532-706X. 2021, vol. 00, iss. 00, p. 1-16. DOI: 10.1080/15283488.2021.1960839.</p> <p>Silinskas, Gintautas; Aunola, Kaisa; Lerkkänen, Marja-Kristiina; <u>Raižienė, Saulė</u>. Parental Teaching of Reading and Spelling Across the Transition From Kindergarten to Grade 1 // Frontiers in psychology. Lausanne : Frontiers media SA. ISSN 1664-1078. 2021, vol. 11, 610870, p. 1-15. DOI: 10.3389/fpsyg.2020.610870.</p> <p>Silinskas, G., Di Lonardo, S., Douglas, H., Xu, C., Lefevre, J. A., Garckija, R., Gabrielavičiūtė, I., & Raižienė, S. (2020). Responsive home numeracy as children progress from kindergarten through Grade 1. <i>Early childhood research quarterly</i>, 53, 484-495. doi:10.1016/j.ecresq.2020.06.003</p> <p>Erentaitė, R., Vosylis, R., Gabrielavičiūtė, I., & Raižienė, S. (2018). How does school experience relate to adolescent identity formation over time? Cross-lagged associations between school engagement, school burnout and identity processing styles. <i>Journal of Youth and Adolescence</i>, 47(4), 760-774. doi:10.1007/s10964-017-0806-1</p>
Sigita Girdzijauskienė	Dr.	<p>Lesinskienė S., Girdzijauskienė S., Gintilienė G., Butkienė D., Pūras D., Goodman R., Heiervang E. (2018). Epidemiological study of child and adolescent psychiatric disorders in Lithuania, <i>BMC public health</i>. Vol. 18, art. no. 548, [8 p.], DOI: 10.1186/s12889-018-5436-3</p> <p>Girdzijauskienė S., Nasvytienė D., Butkienė D., Gintilienė G., Dragūnevičius K. (2018). Piešimo testo kūrybiškam mąstymui (TCT-DP) psichometrinės charakteristikos 8-10 metų lietuvių vaikų imčiai. <i>Psichologija</i>. t. 58, p. 38-56. DOI: 10.15388/Psichol.2018.2.</p> <p>Jusienė R., Būdienė V., Gintilienė G., Girdzijauskienė S., Stonkuvienė I., Žekaitė J., Adomaitytė Subačienė I., Baukienė E., Breidokienė R., Buzaitytė-Kašalynienė J., Dragūnevičius K., Grabauskienė V., Praninskienė R., Schoroškienė V., Speičytė-Ruschhoff E., Urbonas V. Nuotolinis vaikų ugdymas pandemijos dėl COVID-19 metu: grėsmės ir galimybės ekosisteminiu požiūriu. Vilnius: Vilniaus universiteto leidykla, 2021. https://doi.org/10.15388/vup-book-0008 (3, 6 ir 7 skyrius)</p> <p>Mieziene B, Emeljanovas A, Jusiene R, Breidokiene R, Girdzijauskiene S, Sabaliauskas S, Buzaityte-Kasalyniene J, Budiene V, Eiliakaite I, Speicyte-Ruschhoff E, Babkovskiene E, Zvirdauskas D, Kawachi I. Direct and Indirect Effects of Social Support and School Social Capital on the Academic Success of 11–19-Year-Old Students Using Distance Learning. <i>Sustainability</i>. 2022; 14(4):2131. https://doi.org/10.3390/su14042131</p>

	Brannigan G.G., Decker S. L., Butkienė D., Girdzijauskienė S., Labanienė K. (2018). Bender® vizualinis ir motorinis geštalto testas : tyrėjo vadovas / Gary G. Brannigan, Scott L. Decker ; [IV skyriaus autorė D. Butkienė, V skyriaus autorės Sigita Girdzijauskienė ir Katažyna Labanienė] ; [lietuviško leidimo redakcinė grupė: Sigita Girdzijauskienė ... [et al.]. Vilnius: Vilniaus universiteto leidykla, 137 p.
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Certified during Doctoral Committee session on 2022-04-25. Protocol No. 15600-KT-150
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Committee Chairman prof. Evaldas Kazlauskas
