

Student Motivation for Learning

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Parking Lot

- Demonstration Lectures
 - assessments for formative feedback
 - coaching skills
- Threshold Concepts and Learning Styles
 - motivation modes
 - impact of motivation on learning modes

What motivates us?

- When I taught my most recent course I was motivated by ...
- When I worked on my most significant research project this year I was motivated by ...

What motivates us?

- When I taught my most recent course I was motivated by ...
 - Helping students on road to success
 - Challenge of engaging students
 - Experience in teaching methods
 - Will to survive!
- When I worked on my recent research project I was motivated by ...
 - Looking for novelty
 - Looking for excitement
 - Experience in discipline
 - Networking

Outline

- Students' purposeful learning activities
- Svinicki's amalgamated theory of motivation

Purposeful Learning Activities

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Typical Learning Activities

- As part of their learning during their progress through their program, students do the following activities ...

Typical Learning Activities

- As part of their learning during their progress through their program, students do the following activities ...
 - See [Learning_Activity_Motivations.pdf](#) for three sample lists of activities generated in a quiet co-operative brainstorming session

Perceived Motivation Levels

- For each activity assign a number indicating your perception of motivation level

1

2

3

4

5

Completely

Mildly

Neutral

Mildly

Completely

Unmotivated

Motivated

Perceived Motivation Levels

- For each activity assign a number indicating your perception of motivation level

1	2	3	4	5
Strongly	Mildly	Neutral	Mildly	Strongly
Unmotivated			Motivated	

- See [Learning_Activity_Motivations.pdf](#) for sample perceptions of levels

Perceived Motivation Levels

- For each activity assign a number indicating your perception of motivation level

1	2	3	4	5
Strongly	Mildly	Neutral	Mildly	Strongly
Unmotivated			Motivated	

- Are there any patterns in low's and high's?

Amalgamated Theory of Motivation

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Historical Review

- **Early Theories:** given inner “force” drives behaviour
- **Behaviorally Based Theories:** behaviour to meet consequences (reward/punishment)
- **Cognitive Theories:** internal perceptions affect behaviour

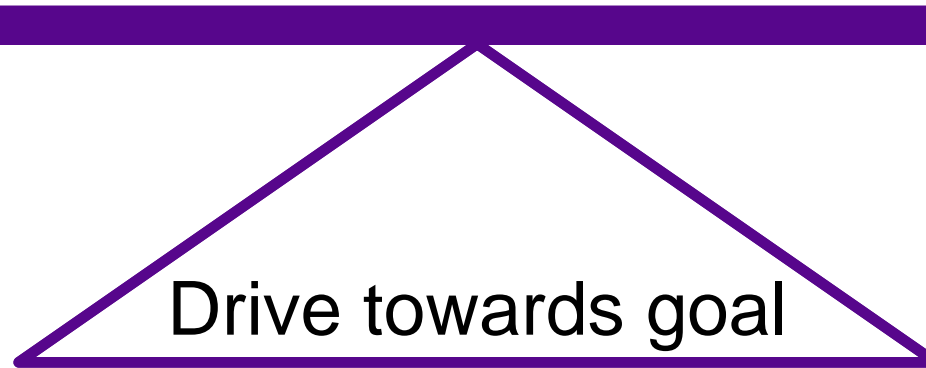
- M.D. Svinicki (psychology, education)

Amalgamated Theory

- Based on three threads in the cognitive theories:

Value of
Goal

Expectation of
Achievement



Value of Goal Affected by:

- Outcome – extrinsic and intrinsic
- Satisfying need
- Intrinsic value of activity – interesting vs. boring
- Utility of knowledge/skill – short and long terms
- Choice (ownership) to control direction
- Influence/opinions of others

Expectation of Achievement Affected by:

- Self-efficacy
- Difficulty - challenge vs. boredom
- Prior experience – start from success
- Skill matching – cross-discipline
- Encouragement
- Learner's belief – nature of ability, internal vs. external control

McClusky Margin Model

- 1960's, adult skill education, rehab, aging
- $\text{Power} / \text{Load} = \text{Margin}$
- $\text{Margin} \gg 1$ for students to embrace tasks

Summary

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Reflection

Does your perceived levels of motivation for various learning activities fit into Svinicki's amalgamated theory?

Summary

- Motivation is variable
- Diversity of student learning activities
- Shared responsibility

Bibliography

1. Main, K., 1979, The Power-Load-Margin Formula of Howard Y. McClusky as the Basis for a Model of Teaching, *Adult Education*, **30**, pp. 19-33, see also <http://www-distance.syr.edu/margin.html>
2. Svinicki, M.D., 2004, *Learning and Motivation in the Postsecondary Classroom*, Jossey-Bass, A Wiley Imprint, San Francisco, CA