

# Student Motivation for Learning



## Motivation – O.E.D.

- a) orig. *Psychol.* The (conscious or unconscious) stimulus for action towards a desired goal, esp. as resulting from psychological or social factors; the factors giving purpose or direction to human or animal behaviour. Now also more generally (as a count noun): the reason a person has for acting in a particular way, a motive.
- b) orig. *Psychol.* and *Sociol.* The general desire or willingness of someone to do something; drive, enthusiasm.

# Motivation

Motivation is “the process whereby goal-directed activity is instigated and sustained” (Schunk, Pintrich, & Meece, 2008, p.4)

Motivation has a reciprocal relationship with learning:  
“motivation influences learning and performance and what students do and learn influences their motivation” (ibid, p.5)

“In the context of learning, motivation influences the direction, intensity, persistence, and quality of the learning behaviors in which students engage” (Ambrose, et al., 2010, p.69)

What questions do we have about fostering student motivation in our courses?

**Identify 1 student behaviour that indicates they are motivated in your course(s). What activities or strategies do you use to foster this student behaviour in your course(s)?**

**Student behaviour:**

**Activities or strategies used:**

**Small group discussion: Share sample behaviours and activities or strategies used.**

**Small group reporting: Identify 1 student behaviour and 1 sample activity or strategy used to share.**

## Highlights from the small group work / Observations about student motivation

Record 1 new activity or strategy that you could try in your course to further foster student motivation.

# Historical Review

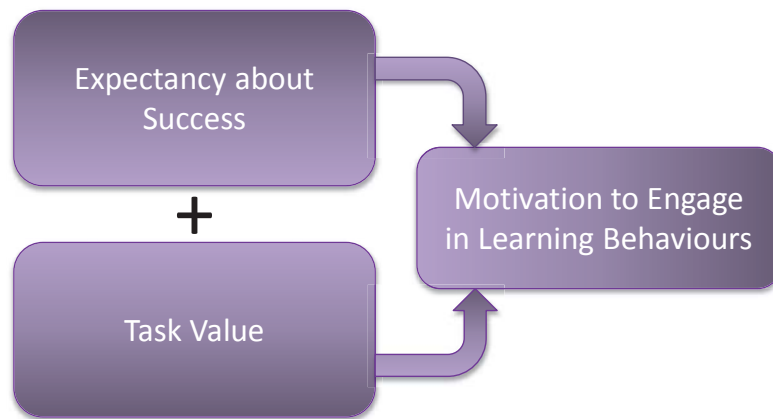
- **Drive Theories:** given inner “force” drives behaviour to regain balance
- **Behavior-Based Theories:** behaviour tied to consequences (reward/punishment)
- **Cognitive Theories:** internal perceptions affect behaviour

Svinicki, 2004 (psychology, education)



# Amalgamated Model

- Based on three currently used motivation theories



(Adapted from Svinicki, 2004)



## Key Questions for Students

- Can I do this task? (expectancy)
- Do I want to do this task and why? (value)

# Expectancy Determined By:

Element	Description	Instructional Strategies
Self-efficacy	Capability to succeed	
Difficulty	Appropriate level of challenge	
Prior experience	Build on past success and connect past work	
Encouragement	Positive talk and modeling	
Beliefs related to learning	General self-confidence as learners, nature of ability, origins of success/failure	

# Task Value Determined By:

Element	Description	Instructional Strategies
Intrinsic value	Interesting material and tasks	
Utility value	Short and long term use	
Need satisfaction	Need to succeed/avoid failure	
Choice and control	Independent decisions	
Influence/opinions of others	Do what others value	

**Application: What 1 idea for a new activity or strategy will you apply to your teaching?**

**What do you have to change for you to implement this idea?**

**How will you facilitate that change?**



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## References

1. Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M.K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.
2. Reeve J., Ryan, R., Deci, E.L., & Jang, H. (2008). Understanding and promoting autonomous self-regulation: A self-determination theory perspective. In D.H. Schunk & B.J. Zimmerman (Eds.) *Motivation and self-regulated learning: Theory, research, and applications* (pp.223-244). New York, NY: Lawrence Erlbaum Associates.
3. Schunk, D.H., Pintrich, P.R., & Meece, J.L. (2008). *Motivation in education: Theory, research, and applications*. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Pearson Education.
4. Svinicki, M.D. (2004). *Learning and Motivation in the Postsecondary Classroom*. San Francisco, CA: Jossey-Bass.

# Follow-up

- Engineering Teaching Development Sharepoint Site:  
<https://sharepoint.uwaterloo.ca/sites/Engineering-Teaching>
  - Handouts
  - Photos of Whiteboard Summaries
  - Best Practices Demonstrated in Workshop