

# 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

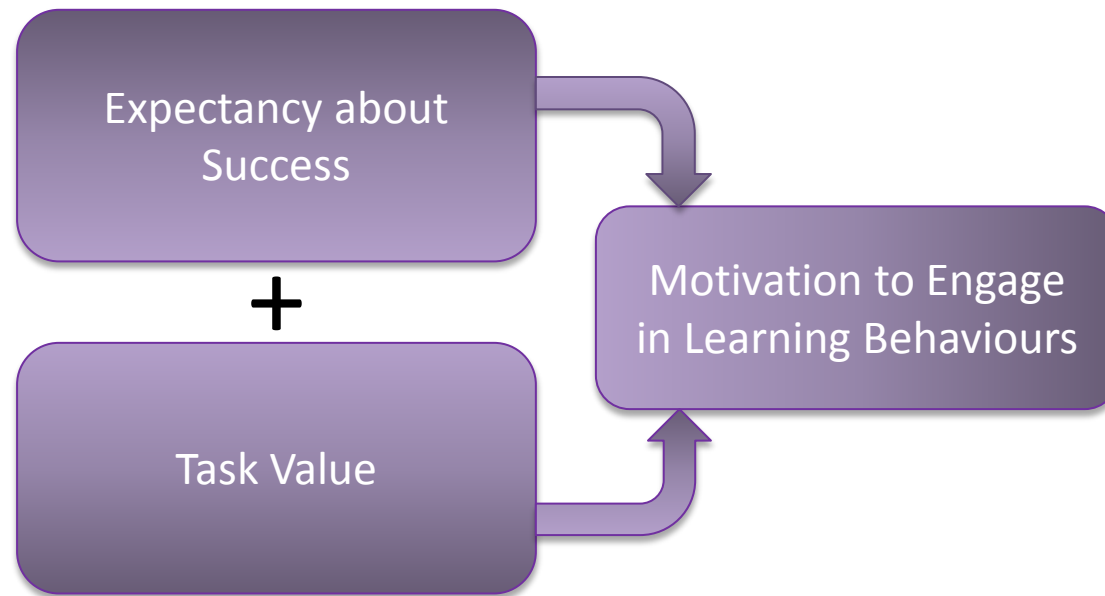
- **Drive Theories:** given inner “force” drives behaviour to regain balance
- **Behavior-Based Theories:** behaviour tied to consequences (reward/punishment)
- **Cognitive Theories:** internal perceptions affect behaviour

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?**

# Contact Information

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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>
  - Summary of Session including Photos of Whiteboard
  - Exemplary Activities Demonstrated in Workshop
  - Handout (augmented with completed Expectancy and Value strategies tables)

## Expectancy Determined By:

Element	Description	Instructional Strategies
Self-efficacy	<p>Capability to succeed</p> <ul style="list-style-type: none"> <li>Faculty need to help students accurately assess their potential for success and learn skills to be successful</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identify pre-reqs</li> <li>Provide guidance for remediating needed skill/knowledge</li> <li>Use diagnostic tests so students see what they don't know</li> <li>Provide clear course expectations (LOs, rubrics) so students can see where they may need help</li> <li>Articulate and have them practice effective study strategies</li> <li>Have students articulate what they need to work on and do differently</li> </ul>
Difficulty	Appropriate level of challenge	<ul style="list-style-type: none"> <li>Use diagnostic tests so you know what students can do</li> <li>Review syllabi (pre-reqs and past versions of same course)</li> <li>Talk to your colleagues</li> <li>Set assignments that are challenging but not impossible</li> <li>Get student feedback during term</li> </ul>
Prior experience	Build on past success and connect past work	<ul style="list-style-type: none"> <li>Review pre-req syllabi so know skills taught</li> <li>Provide early success opportunities (short, low % assess'ts)</li> <li>Scaffold ass'ts to build skills</li> <li>Analyze task requirements and connect to past tasks (you do, or can do with students)</li> </ul>
Encouragement	Positive talk and modeling	<ul style="list-style-type: none"> <li>Tell students you believe they can succeed</li> <li>Showcase past student work</li> <li>Be approachable about providing help as needed</li> <li>Give hints to guide</li> <li>Give timely, targeted feedback &amp; mark consistently</li> <li>Model effective learning strategies</li> </ul>
Beliefs related to learning	General self-confidence as learners, nature of ability, origins of success/failure	<ul style="list-style-type: none"> <li>Tap into general learning confidence to help contextualize a poor result</li> <li>Nature of ability – model a malleable mindset, focus on effort</li> <li>Attribution theory – help students learn to attribute success to studying, time management, and hard work and have them make choices to avoid blaming others for poor results</li> </ul>

## Task Value Determined By: (Part 1)

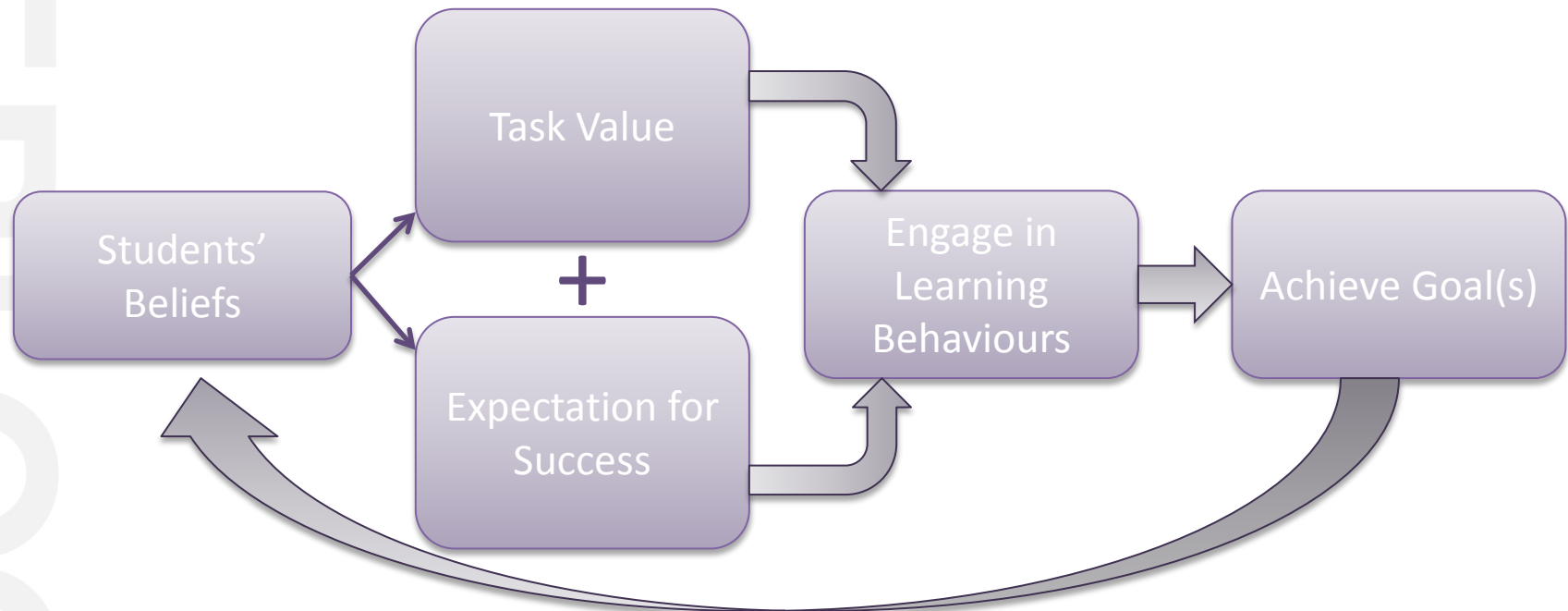
Element	Description	Instructional Strategies
Intrinsic value	<p>Interesting material and tasks</p> <ul style="list-style-type: none"> <li>Faculty need to get students intrigued</li> </ul>	<ul style="list-style-type: none"> <li>Connect the material to students' interests (or have them do this)</li> <li>Use real-world examples &amp; focus on application, including in assessments</li> <li>Provide authentic tasks to engage interest</li> <li>Use novel examples</li> <li>Vary teaching methods and materials</li> <li>Pose questions &amp; identify paradoxes in discipline</li> <li>Show your interest in/passion for your subject</li> </ul>
Utility value	<p>Short and long term use (at school, in life, in future career)</p>	<ul style="list-style-type: none"> <li>Teach content and skills JIT before use</li> <li>Provide authentic tasks to demonstrate relevance</li> <li>Explain role of course within larger curriculum</li> <li>Identify transferable skills students are learning and explain how used in careers</li> <li>Have students reflect on what learned in course/ass't and future utility</li> </ul>
Need satisfaction	<p>Need to succeed/avoid failure</p> <ul style="list-style-type: none"> <li>Try to influence how students define "success" = learning with all its mess – focus on mastery (learning) vs performance goal (perform better than others) orientation</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear instructions and rubrics so expectations are clear</li> <li>Offer additional resources for those who want to master material</li> <li>Give option to resubmit work or submit draft for comment</li> <li>Have students compete against self – use self-reflection to do this</li> <li>Work out problems in class, mistakes &amp; all</li> <li>Ensure assessments promote learning</li> </ul>

## Task Value Determined By: (Part 2)

Element	Description	Instructional Strategies
Choice and control	<p>Independent decisions</p> <ul style="list-style-type: none"> <li>Encourages students to work harder to reach outcomes, take more risks &amp; accept challenge</li> <li>More control = more vested in outcomes &amp; better ability to see consequences of behaviour</li> <li>Little freedom of choice can lead students to abdicate responsibility for their behaviours to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Trust your students</li> <li>Give students choice in products or process of learning (choose project topic, set schedule for deliverables, choose medium to convey end product)</li> <li>Engage students in setting boundaries for assigned work</li> <li>Respect students' opinions and questions</li> <li>Give rationales for instructional decisions so students learn what's under your control (e.g., marks for ass'ts, safety training)</li> <li>Offer hints vs telling students what to do</li> </ul>
Influence/ opinions of others	Do what others value	<ul style="list-style-type: none"> <li>Clearly articulate what you value through expectations and feedback</li> <li>Reward what you value (e.g., no/low consequence for risk-taking by grading process vs product)</li> <li>Model what you value (e.g., coming to class prepared, persisting with a problem, admitting what you don't know and finding an answer)</li> <li>Show your own enthusiasm for learning</li> <li>Help students connect with peers – may engage more if peers engage = being part of a community (fits with affiliative and approval needs too)</li> </ul>

# Enhanced Amalgamated Model

- Based on three currently used motivation theories



(Adapted from Svinicki, 2004)