Supporting an Environment for Student Motivation
Level 1: Foundations
Graduate Teaching and Learning Program
LEARNING OUTCOMES

• Discuss the factors that influence student motivation
• **Explain 3 approaches to learning: mastery, performance, strategic**
• Discuss strategies instructors can use to support student motivation
  • Course design
  • Teaching and learning strategies
OBJECTIVES

➤ Participants will be introduced to the influencing factors on student motivation

➤ Participants will have a deeper understanding the ways that instructors support student motivation
WHO AM I?
WHO ARE YOU?
WHY ARE YOU HERE?
Why are we talking about this anyway?!

~Anonymous GTL Level 1 Participant who wants to get on with it.
COMMUNITY

- Increased
  - Engagement
  - Motivation
  - Culture for Feedback
  - Collaboration
  - Meeting students’ needs
  - Emotional safety influences learning

- Decreased
  - Student/instructor isolation
  - Student/instructor frustration
  - Student aggression
  - Cheating
  - Anonymity

*Learning is a deeply social process.*

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https://www.teachervision.com/blog/morning-announcements/importance-building-community-classroom
TEACHING MATTERS
What legacy do you want to leave
Write [1 minute], Pair, Share (3 minutes)
What conditions help you feel motivated to learn?
Motivation

Movere (to move) = process whereby goal-directed activity is instigated and sustained

Why do students set and sustain goals?

People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided.”

Our view of our ideal self influences our:

- Where we want to be;
- Who we want to be determine the goals we
  - Set
  - Value
  - Continue to work at
Self-efficacy

Who students think they are affects what they want to be.

~Alberta Bandura
Influencing Factors

- Past performance outcomes
- Vicarious experience (models)
- Verbal persuasion
- Emotional state
- Personal history

The discrepancy between who students are and who they want to be can be motivating or devastating.
BELIEFS ABOUT ABILITY

• Incremental= ability changes over time
• Entity= ability is set at birth

• Beliefs about ability impact goal orientations
  • Incremental=Mastery student
  • Entity= Performance student
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Approaches to Learning

Deep (Mastery)

- Intrinsic motivation
- Personal experiences
- Relates prior & new knowledge
- Bigger picture
- Analysis, evaluation, interpretation

Surface (Performance)

- Extrinsic motivation
- Memorization without reflection
- Learning as “boring”
- Looks for what the “teachers want”

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INTRINSIC MOTIVATION

Mastery Orientation

- Primarily concerned with deep learning/mastering
- Failure = areas for improvement (motivating)
- Approach:
  - Deep
  - Autonomous
  - Intrinsic

Jenefer Husman, Thinking About Motivation, Psychology in Education, Arizona State University
http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html
EXTRINSIC MOTIVATION

- Performance orientation
- Primarily concerned outside factors (grades, = something about their ability to do the task punishment, etc.)
- Failure
- Approach
  - Strategic
  - Surface
  - Extrinsic

Ken Jenefer Husman,  Thinking About Motivation, Psychology in Education, Arizona State University
http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html
Image: http://thebettermanprojects.com/2015/03/17/what-is-extrinsic-motivation/, Accessed 27, 2018
STRATEGIC ORIENTATION

Achieving Orientation

• Will do what is necessary to get highest grade
• Flexible approach to learning
• Deep or surface approach as necessary


Image: http://www.hscompanies.com/services/strategic-planning/
CASE STUDY
HOW DOES COURSE DESIGN IMPACT MOTIVATION?

In groups of 4
Examine the syllabus

• Which factors encourage mastery/intrinsic motivation (and why)
• Which factors encourage performance/extrinsic motivation (and why)

Make note of your observations
Choose a representative to share the group’s thoughts.
LEARNING OUTCOMES

• Discuss the factors that influence student motivation
• Explain 3 approaches to learning: mastery, performance, strategic
• Discuss strategies instructors can use to support student motivation
  • Designing significant learning experiences
    • Course design and lesson planning
    • Active learning
Creating significant learning experiences is about designing learning experiences not simply delivering content.

The opportunity to engage in significant learning experiences influences student motivation.
DESIGNING SIGNIFICANT LEARNING EXPERIENCES

- Assesses higher thinking
- Provides feedback on
  - Misconceptions
  - Strengths/areas for improvement
- Connects topics, courses, disciplines
- Employs active learning

University of Calgary Course Design Workshop Manual 2013
DESIGNING SIGNIFICANT LEARNING EXPERIENCES

“Active learning increases student performance in science, engineering, & mathematics”

Examined 2 questions

- Does active learning boost examination scores?
- Does it lower failure rates?

- Traditional lecturing students 1.5 times more likely to fail than students in active learning classes
- Average examination scores improved by 6% in active learning sessions


Passive Learning
- Students are empty vessels/sponges to be filled
- Students record and absorb knowledge
- Instructor as holder of knowledge (expert)

Active Learning
- Restructure new info and prior knowledge into new students’ knowledge
- Students practice using knowledge
- Coach/facilitate
Active learning “involves students in **doing** things and **thinking** about what they are doing.”

~Boswell, Charles and James Eison (1991) Active Learning: Creating Excitement in the Classroom, 2
• Activities students do to construct knowledge and understanding

• Require students to do higher order thinking

• Involve metacognition—students’ thinking about their own learning—is an important element, providing the link between activity and learning.

ACTIVE LEARNING BARRIERS

• “I do have to lecture. What else can you do in these large classes?”
• “I can’t get the content covered if I don’t lecture.”
• “Students want me to lecture.”
• “Students don’t bother to learn anything.”
• “Students don’t have the critical thinking skills to participate.”

~Maryellen Weimer, “More Evidence that Active Learning Works,” Faculty Focus, 3 June 2015
Image: https://goo.gl/images/ak0dl5
SPEED NETWORKING

Discuss the 1 of the common arguments instructors give for not including active learning in their courses.

Getting you started:
- Do you agree/disagree with the statement? Why?
- What assumptions about teaching and learning does the statement reveal?
Speed Networking | Instructions

- Stand up, and move to another area of the room.
- Find a partner. Introduce yourself.
- Discuss ONE of the barriers 2 minutes.
- When you hear the signal, find a new partner.
- Repeat.
“Teachers may cover the content, but if that doesn’t promote learning, does it really matter that it’s been covered? . . . And since when did education become governed by what learners may think they need or want?”

~ Maryellen Weimer, “More Evidence that Active Learning Works,” The Teaching Professor Blog, Faculty Focus, 3 June 2015
SOME THEORY

• Memory is affected by how deeply new info processed
• Learning elaborated by:
  • Thinking about relationships
  • Explaining
  • Summarizing
  • Questioning

Image: http://daniel-venezuela.blogspot.ca/2014/06/can-we-get-grand-unified-theory-of.html, Accessed 27, August 2018
https://teaching.berkeley.edu/resources/learn/memory-and-recall
Passive Learning and the “Overconfidence Bias”
Dunning-Kruger Effect

Pete Walkins, “Everybody with Me?” and Other Not-so-useful Questions, Faculty Focus, 26 February 2018,

WHY ACTIVE LEARNING?

• Provides students opportunities to:
  • Think, talk about, process material
  • Create personal connections to material
  • Practice skills for homework/exams!!
  • Build self-esteem/confidence
  • Creates classroom community
  • Get more students talking!

http://cte.cornell.edu/teaching-ideas/engaging-students/active-learning.html
Image: http://www.digitalcounterrevolution.co.uk/2015/active-learning-reconsidered/, Accessed 13 March 2018
ACTIVE LEARNING PITFALLS

• Diving into activity with no explanation
• Starting too big (hint: start small and build)
• Expecting all students to eagerly develop groups
• Not doing it consistently
• Programming trivial activities
• Activities that are too long (hint: chunk activities)
• Predictability
  • Little variation in activity types
  • Predicable post-mortem following activity

Common Active Learning Mistakes, Tomorrow’s Professor, Stanford https://tomprof.stanford.edu/posting/1491
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DESIGNING SIGNIFICANT LEARNING EXPERIENCES

• Content tyranny
• Topics as short discrete units
• Assesses
  • Content immediately, never to return
  • Fails to connect units, courses, disciplines
  • Factual recall
  • Without feedback

University of Calgary Course Design Workshop Manual 2013
Image: http://www.imgmob.net/water-surface.html
DESIGNING SIGNIFICANT LEARNING EXPERIENCES

• Demonstrates instructor’s commitment to, and passion for, subject
• Clear/transparent expectations
• Transparency in teaching methods
• High expectations
• Student choice
• Responds to student interest
DESIGNING SIGNIFICANT LEARNING EXPERIENCES

- Points to transferable skills
- Connects material with real world applications
- Clear/transparent expectations
- Examples, anecdotes, stories
- Shares strategies for dealing with material
- Establishes a sense of community and belonging
- Uses immediacy behaviours
ACTIVE LEARNING RESOURCES

- Angelo and Cross, Classroom assessment techniques (CATS)
  - https://valenciacollege.edu/faculty/development/centers/documents/ClassroomAssessmentTechniquesPrimerandWebsite.pdf
  - https://cft.vanderbilt.edu//cft/guides-sub-pages/cats/

- Active Learning Ideas
  - https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities
  - http://www.ion.uillinois.edu/resources/otai/
  - https://ctl.byu.edu/active-learning-ideas

- Common Active Learning Mistakes, Tomorrow’s Professor, Stanford
  https://tomprof.stanford.edu/posting/1491
WHAT ARE YOUR QUESTIONS?

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