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Week Three: Student Motivation

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Today’s Big Idea

Although we all know you can lead a horse to water but **you can’t make her drink it . . .**

you can salt her feed to **make her thirsty.**

Motivation is the salt in learning-centered teaching!

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Motivation Is . . .

- **Internal state or condition**—need, desire or want that activates or energizes behavior & gives it direction.¹

- **Positive, negative or ambivalent focus** on a goal which provides a source of energy that is responsible for:
  1. **why** learners decide to make an effort
  2. **how long** they are willing to sustain an activity
  3. **how hard** they are going to pursue it
  4. **how connected** they feel to activity.²

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Environment & Motivation

**Interactive Effects of Environment, Efficacy & Value on Motivation**

<table>
<thead>
<tr>
<th>Environment is NOT SUPPORTIVE</th>
<th>Environment is SUPPORTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DON’T SEE Value</td>
<td>SEE Value</td>
</tr>
<tr>
<td>SEE Value</td>
<td>DON’T SEE Value</td>
</tr>
</tbody>
</table>

- Rejecting Hopeless Rejecting Fragile
- Evading Defiant Evading Motivated

What factors lead to high motivation?


Ways to Salt the Feed

Strategies to Increase Motivation

- Make materials relevant
- Show enthusiasm
- Organize course materials
- Employ appropriate, concrete & understandable examples
- Use material at the appropriate level of difficulty
- Actively involve students
- Have students work together to satisfy social needs
- Provide variety
- Establish rapport with students


Weiner’s Attribution Theory

Locus of Control

Success or Failure Attributed to

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Internal Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Difficulty</td>
<td>Luck</td>
</tr>
<tr>
<td>Ability</td>
<td>Effort</td>
</tr>
</tbody>
</table>

Helplessness Controllable

Increase Motivation

Extrinsic

- Provide clear expectations
- Give corrective feedback
- Provide valuable rewards & make them available to everyone

Intrinsic

- Relate learning to student needs
- Explain why learning content or skill is important
- Provide games & simulations
- Help student develop an action plan with achievable goals

Have You Discovered?

http://www.merlot.org/merlot/index.htm

https://phet.colorado.edu/

See pages pp. 83-89 for more strategies related to value & expectancies
**For Next Time**

**Watch:** 12-minute video on clickers

[http://www.youtube.com/watch?v=zoqrgQfQmng](http://www.youtube.com/watch?v=zoqrgQfQmng)

**Read:** Chapter 4, “How Do Students Develop Mastery?”

**Extension:**

- [Capturing & Directing the Motivation to Learn](#) – newsletter from Stanford University
- [Motivating Students](#) website – useful primer from Vanderbilt with suggestions on how to show students the appeal of the subject
- [Student Motivation & Engagement in On-line Courses](#) – tips for online learning

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**Notes & Reflection**