

Spring 2015

## Week Three: Student Motivation

Judith Longfield

Georgia Southern University, [jlongfield@georgiasouthern.edu](mailto:jlongfield@georgiasouthern.edu)

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/teaching-academy>



Part of the [Curriculum and Instruction Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), and the [Higher Education Commons](#)


---

### Recommended Citation

Longfield, Judith, "Week Three: Student Motivation" (2015). *Teaching Academy*. 31.  
<https://digitalcommons.georgiasouthern.edu/teaching-academy/31>

This student motivation is brought to you for free and open access by the Center for Teaching Excellence at Digital Commons@Georgia Southern. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

Welcome, Bienvenido, مرحبا



Teaching Academy  
Part Three  
Student Motivation:  
Overcoming Obstacles  
to Learning

CT2


Center for  
TEACHING and  
TECHNOLOGY


912.478.0049

~ 1 ~


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!

CT2

Center for  
TEACHING and  
TECHNOLOGY

912.478.0049

~ 2 ~

Motivation Is . . .

- **Internal state or condition**—need, desire or want that activates or energizes behavior & gives it direction.<sup>1</sup>
- **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.<sup>2</sup>

<sup>1</sup> Kleinginna, P., Jr., & Kleinginna A. (1981). A categorized list of motivation definitions, with suggestions for a consensual definition. *Motivation and Emotion*, 5, 263-291.

<sup>2</sup> Rost, M. (n.d.) Generating student motivation. *WorldView*. Downloaded Feb. 8, 2009 from [www.pearsonlongman.com/ae/worldview/motivation.pdf](http://www.pearsonlongman.com/ae/worldview/motivation.pdf)

CT2

Center for  
TEACHING and  
TECHNOLOGY

912.478.0049

~ 3 ~

Environment & Motivation

Interactive Effects of Environment,  
Efficacy & Value on Motivation

Student's efficacy is . . .	Environment is NOT SUPPORTIVE		Environment is SUPPORTIVE	
	DON'T SEE Value	SEE Value	DON'T SEE Value	SEE Value
	LOW Rejecting	Hopeless	Rejecting	Fragile
HIGH	Evading	Defiant	Evading	Motivated

p. 80, Figure 3.2

What factors lead to high motivation?

CT2

Center for  
TEACHING and  
TECHNOLOGY

912.478.0049

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



Sass, E. J. (1989). Motivation in the college classroom: What students tell us. *Teaching of Psychology*, 16(2) 86-88.

CT2

912.478.0049

Weiner's Attribution Theory

Locus of Control

Success or Failure Attributed to

External Factors

Internal Factors

Task Difficulty


Luck


Ability

Effort

Helplessness

Controllable





CT2

912.478.0049


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



See pages pp. 83-89 for more strategies related to value & expectancies

CT2

912.478.0049

Have You Discovered?

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



<https://phet.colorado.edu/>




CT2



912.478.0049

For Next Time

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



<http://www.youtube.com/watch?v=z0q5gQfQmng>



**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

CT2TEACHINGTECHNOLOGY

912.478.0049

Notes & Reflection

CT2TEACHINGTECHNOLOGY

912.478.0049