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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!

~ 1 ~

Today’s Big Idea

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

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~ 2 ~

Motivation is the salt in learning-centered teaching!

~ 3 ~

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


~ 4 ~

Environment & Motivation

Interactive Effects of Environment, Efficacy & Value on Motivation

Environment is NOT SUPPORTIVE

DON'T SEE Value SEE Value DON'T SEE Value SEE Value

DON'T SEE Value SEE Value DON'T SEE Value SEE Value

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Environment is SUPPORTIVE

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What factors lead to high motivation?

p. 80, Figure 3.2

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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

External Factors
- Task Difficulty
- Luck

Internal Factors
- Ability
- Effort

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?

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=z0q5gQfQmng](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

Notes & Reflection