MOTIVATION AND DEEP LEARNING

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After this session, you will be able to:

- Define and use the three levers of motivation: value, environment, self-efficacy
- Connect teaching strategies with the motivational levers
- Create course strategies for motivating students for deep learning using levers
• **Motivation**: the personal investment that an individual has in reaching a desired state or outcome (Maehr & Meyer, 1997 in Ambrose et al, 2010).
  
  o 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)
Students’ motivation generates, directs, and sustains what they do  
(Ambrose et al, 2010)
Figure 3.2. Interactive Effects of Environment, Efficacy, and Value on Motivation (Ambrose et al, 2010)

Understanding Motivation: Ambrose et al, p. 80
Areas of Concern

• Hopeless
  – See value but dubious about abilities
  – Perceive little support from environment
  – Behave in helpless fashions

• Defiant
  – See value and confident of abilities
  – Perceive little or no support from environment
  – “I’ll show you” attitude

• Fragile
  – See value but dubious about abilities
  – Perceive support from environment
  – Protect self-esteem
    • Feigning understanding
    • Avoiding performance
    • Denying difficulty
    • Making excuses

• Feigning understanding
• Avoiding performance
• Denying difficulty
• Making excuses
Areas of Concern

- Rejecting
  - Care little about goal
  - Little confidence in abilities
  - Same behavior in BOTH supportive and unsupportive climate!
  - Students apathetic, alienated, passive
  - Perceive supportive efforts as coercive or pressuring

- Evading
  - See little value in goal
  - Confident in abilities to succeed
  - Same behavior in BOTH supportive and unsupportive climate
  - Difficulty paying attention, preoccupied
  - Avoids overt disapproval or stigma of poor grade by doing minimal work
Share a motivation story with your neighbor: 4 minutes
• **Environment** is the broader context (classroom, institution, family, society) in which value and expectancies operate

• How can we create a more supportive class/course environment?
Value is the (subjective) importance of a goal

Three Types of Value:

**Attainment:** satisfaction gained from mastery/accomplishment of goal or task

**Intrinsic:** satisfaction gained from simply doing task rather than outcome

**Instrumental:** satisfaction based on how much goal achievement or activity helps accomplish larger goal

A biology student derives value from solving challenging problems (attainment), engaging her fascination with biological processes (intrinsic), and advances her chances of getting into med school (instrumental).
Expectancies are the beliefs people hold about whether or not they expect to be successful in achieving a goal.

Student beliefs are based on:

- Learner self-efficacy
- Difficulty of the goal
- Prior experience
- Skill matching
- Encouragement and modeling of others
- Learner Beliefs
  - Nature of intelligence or ability: fixed or malleable
    - Attribution theory
Connecting strategies with Motivation

Turn to person or people sitting near you, and use the list of teaching strategies to connect strategies with the 3 motivational levers. Some strategies may address more than one motivational factor.
COURSE CHARACTERISTICS FOR DEEP LEARNING

What the Best College Students Do

KEN BAIN
The following are the 14 characteristics of courses that promote deep and connected learning, according to Ken Bain (2013).

- Read through the 14 and choose your top 5 (those that will be most valuable for your courses).
- Compare your 5 with your neighbor.
Is the course built around clearly identifiable questions to be pursued or abilities to be mastered, and does it help the students see the importance, beauty, and intrigue of those questions and abilities?
Does the course allow students multiple opportunities to engage in higher order activities in pursuit of those questions or abilities, receive feedback, and then try again before anyone “grades” their work?

(Or does everything ride on one or two high stakes tests or papers where there is no chance to revise and improve what they have done?)
Do students have the opportunity to collaborate with other learners struggling with the same problems, questions and abilities? Does the instruction foster that collaboration?
Does the class encourage speculation, and an opportunity to exercise new skills even before students are well-versed in the discipline? *People learn by doing*, yet some courses insist that students must memorize myriad facts before they can plunge into doing any substantial intellectual, physical or emotional work.
Does the course challenge existing ways of thinking and seeing the world? ...One of the great traditions of a liberal arts education is that it ideally helps students realize the problems they face in believing whatever they may accept, putting them in situations where their existing models do not work.
Does the course expect students to grapple with important questions, mount their own arguments, exchange ideas, accept challenges, and defend their conclusions with evidence and reason?
Do the course and professor provide the kind of support that students need as they struggle with important, intriguing, and beautiful questions? This support may take many forms: intellectual, physical and sometimes even emotional.
Do students come to care about the inquiries, the promises and the invitations of the course, and about whether their existing paradigms feel challenged and do not work?
Questions 9 & 10

- Do students in the class generally feel in control of their own learning, or manipulated by requirements?
- Do they believe that their work will be considered fairly and honestly and in keeping with standards that are important beyond the class?
Does the course encourage and help students to integrate the questions, concepts, and information broadly with other courses and with their understanding of the world?

(Connected learning!)
Does the course offer *inductive opportunities to learn*, moving from specific examples to general principles? Or does it offer only general principles to be memorized and regurgitated?
Do students believe that their work in the course will matter, that is, will it make a difference in the world?
Does the instructor clearly believe in the students’ abilities to grow, to develop the dynamic powers of their minds, or does the teacher assume that abilities come prepackaged, with little or no chance to improve? Does the instructor have a fixed or flexible view of the intelligence and talent needed in the class?
What does it all mean?

Motivation

- Authentic and relevant
- Just-in-time
- Learning made explicit
- Linked knowledge: across time and experiences
- Multiple Modalities
- Interactive and engaging
• Fill out template with three ideas to change your course in ways that will enhance learning motivation.

• If there is time, share with your neighbor.
Bibliography
Cross, K. P. (2005). *What Do We Know About Students’ Learning and How Do We Know It?*. Center for Studies in Higher Education. University of California, Berkeley, CSHE.7.05.

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