Understanding and Fostering Student Motivation

Rachel Banke & Andre Audette
Reflection

Think about your worst/least favorite subject...

- Were you motivated?
  - If yes, what did the teacher do?
  - If not, why?
Reflection

Why did you go to graduate school for your particular subject?
Learning Goals

After successfully completing this workshop, you will be able to:

● Describe the major principles of student motivation
● Identify teaching techniques that promote motivation
● Apply academic motivation theory to your course designs and lesson plans
Motivation Theory

Motivation = a reason to engage in action
Motivation Theory

Motivation *to learn* (Brophy 1988)

A student tendency to *find academic activities meaningful and worthwhile* and to try to derive the intended academic benefits from them.
Think-Pair-Share

Justify why your course is important to someone who is not a major.
Self-Efficacy

They are able who think they are able.

Virgil
Self-Efficacy

To what extent do you believe that you can’t really change intelligence and ability?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
Stereotype Threat
Learned Helplessness
Types of Motivation

extrinsic  intrinsic
Motivation and Learning

Deep learning

Strategic learning

Surface learning
Reflection

What is the most important thing you learned from your “good” or “bad” experiences with your least favorite subject?
Facilitating Motivation

Teaching style and demeanor
Course content and structure
Assignments
Feedback
Metacognition
Academic support
Facilitating Motivation

Teaching style and demeanor
Course content and structure
Assignments
Feedback
Metacognition
Academic support
The 6 C’s of Motivation

Choice
Challenge
Control
Collaboration
Constructing meaning
Consequences
Applying Motivational Strategies in Different Settings

Small vs. Large Classes
Required vs. Elective Courses
Different Disciplines
Novice vs. Experienced Students
Notre Dame vs. Other Teaching Settings
Motivation in Your Course

MAKE THINGS HAPPEN!
Motivational Teaching
Learning Goals

After successfully completing this workshop, you will be able to:

- Describe the major principles of student motivation
- Identify teaching techniques that promote motivation
- Apply academic motivation theory to your course designs and lesson plans
Think of a teacher that was particularly encouraging to you.

What motivational strategies did that person use?
Case Study #1

- Teaching in your favorite area
  - You are passionate, prepared, and excited

- Students from a variety of backgrounds...
  - 50% in discipline, 25% in field, 25% in other fields

- … but not interested in readings and don’t participate in discussions; don’t seem to care
Case Study #2

- Jennifer is very shy and prefers not to speak in class
- Irregularly turns in homework, doesn’t do the course readings
- Draws elaborate pictures on her class notes and excelled at your creative group activity