

CIDER SESSION



MASSEY UNIVERSITY

MOTIVATION IN ONLINE LEARNING CONTEXTS

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So what is





is...

“a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour , especially goal-directed behaviour”

(Brophy, 2010, p.3)





“...the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers.”

(Brophy, 2010, p.3)





is inferred from types of
behaviour ...





2 different kinds of decisions...

Can I do it?

I think I can



Do I want to?



Images: Tom Curtis / FreeDigitalPhotos.net



concepts can be broadly organised using the following model ...

Expectancy

X

Value



=

Motivation

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Research is relevant & timely ...

- rapid growth in online learning
- increasing diversification
- attrition rates
- limited research in online contexts
- lack of 'situated' view of motivation



Instructional design



Learner characteristics

Research Aims

- a) Explore the nature of motivation to learn of students in online distance learning environments

- b) Explore relationships between social and contextual factors and student motivation



Theoretical Framework

- intrinsic – extrinsic motivation
- Self-Determination Theory (**SDT**)
(Ryan & Deci, 2000)
- concepts of *autonomy*, *competence* and *relatedness*



Underlying concepts

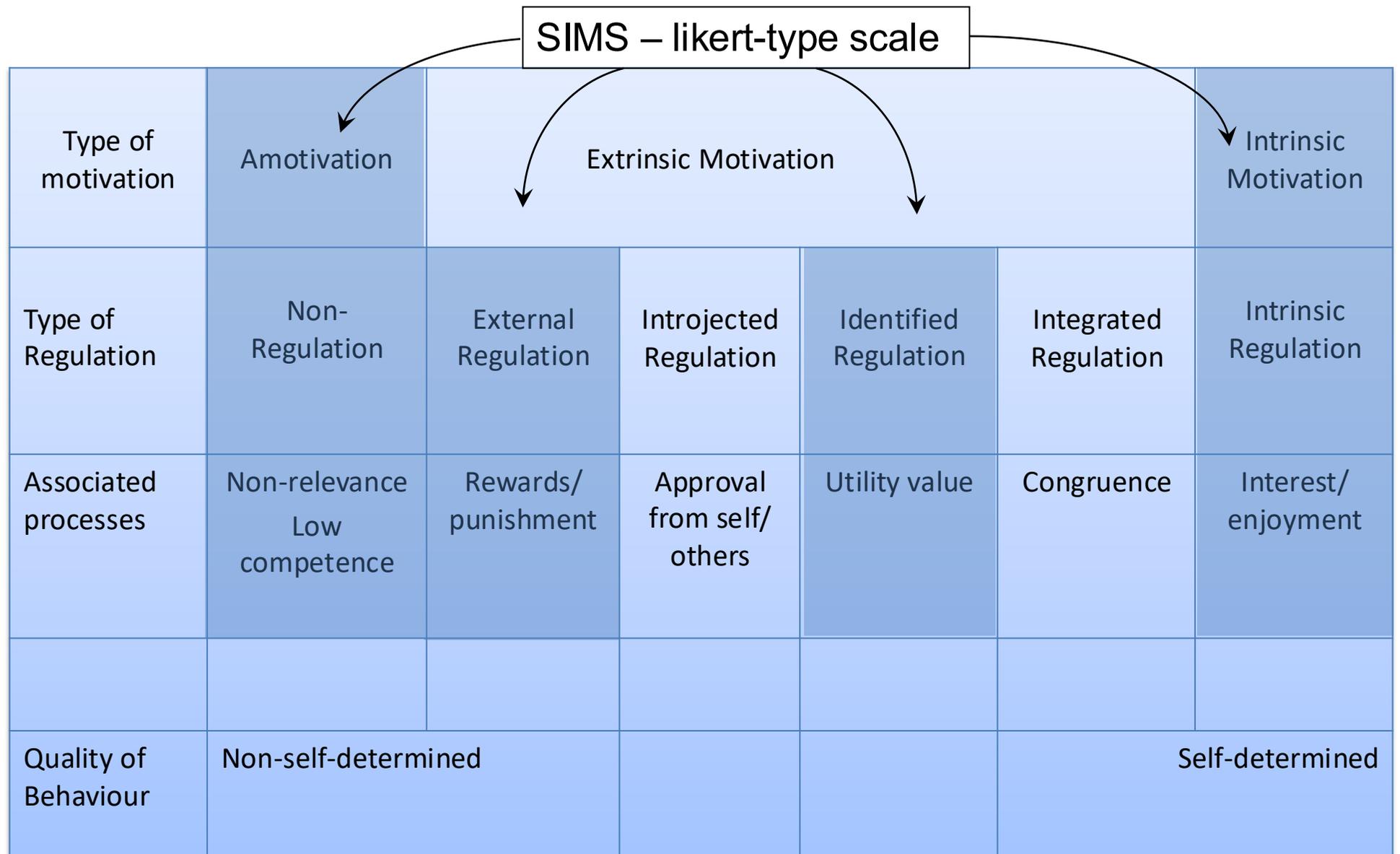
Autonomy - “the experience of choice in the initiation, maintenance and regulation of activity and the experience of connectedness between one’s actions and personal goals and values” (Connell, 1990, p.62-63)

Competence - “the need to experience oneself as capable of producing desired outcomes and avoiding negative outcomes” (Connell & Wellborn, 1991, p. 51).

Relatedness — “encompasses the need to feel securely connected to the social surround and the need to experience oneself as worthy and capable of ... respect” (Connell & Wellborn, 1991, pp. 51-52)



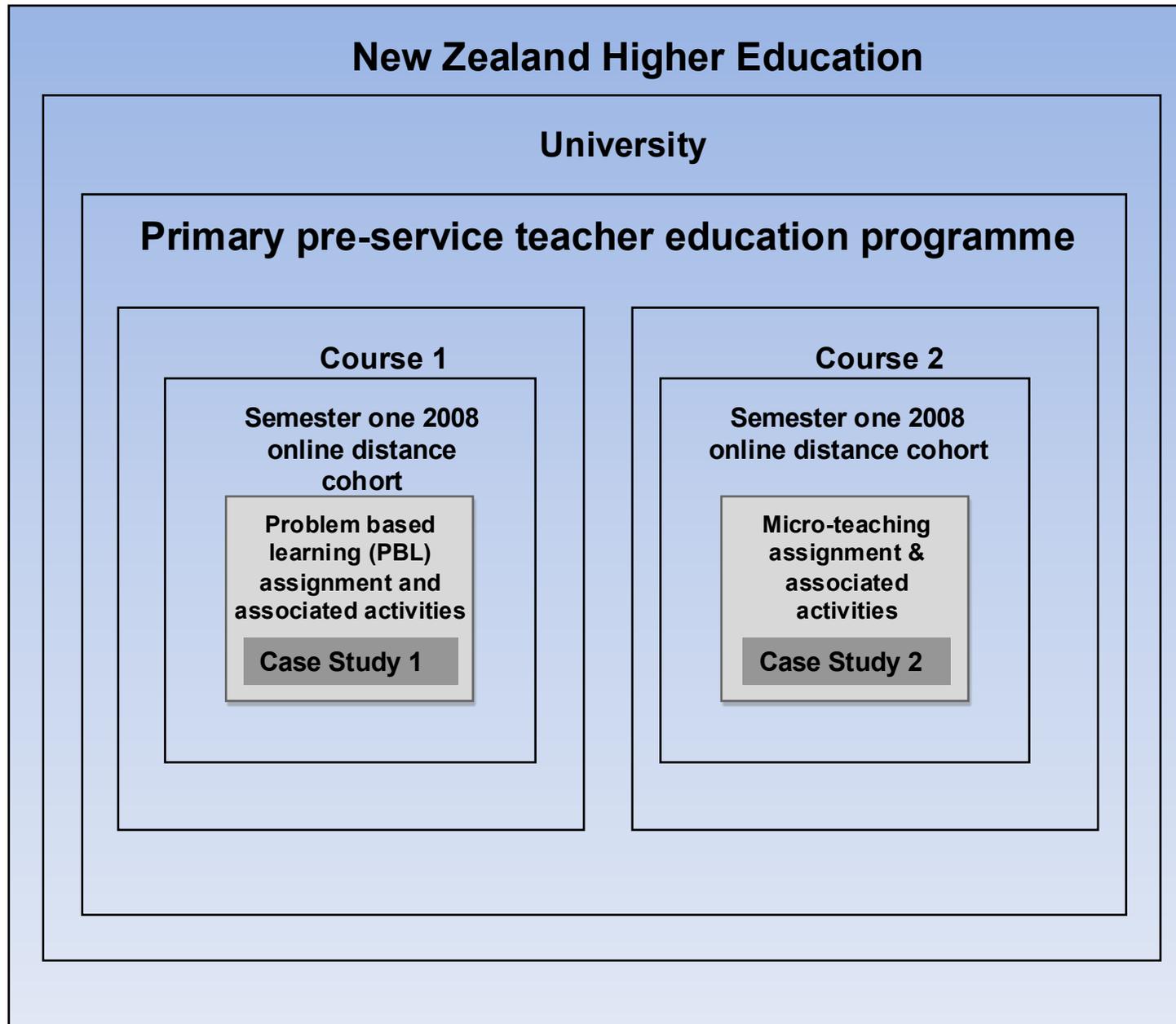
Continuum of human motivation



(Ryan & Deci, 2002, p.16)



Research Context



Data collection methods

- Interviews
- Questionnaires
- Archived online data
- Achievement data
- Course resources

Nature of motivation

Amotivation	Extrinsic Motivation		Intrinsic Motivation
	External regulation	Identified regulation	

Multi-dimensional : learners reported a range of motivation types to varying degrees

Situation-dependent: significant differences between the two case studies

Complex : the same features within the same environment supported motivation in some participants and undermined it in others.

Supportive influences

Teacher	Learning Activity	Peers
<p>Competence</p> <ul style="list-style-type: none"> ongoing guidance * supportive, formative feedback* responsive* 	<p>Competence</p> <ul style="list-style-type: none"> clear guidelines & expectations* resources are relevant & useful* optimal challenge* builds on prior knowledge & experience 	<p>Competence</p> <ul style="list-style-type: none"> helpful & supportive* encourage high collective efficacy among collaborative groups
<p>Autonomy</p> <ul style="list-style-type: none"> promotes situational interest* provides meaningful choice * uses informational rather than controlling language 	<p>Autonomy</p> <ul style="list-style-type: none"> relevant & meaningful to the learner at a professional & personal level* active learning opportunities* opportunities to pursue topics personally interesting to learners* course content & the nature of the task is perceived as autonomy supportive 	<p>Autonomy</p> <ul style="list-style-type: none"> encourage significant role in group decisions & tasks by all members
<p>Relatedness</p> <ul style="list-style-type: none"> friendly & caring* uses self-disclosure models inclusiveness & respect 	<p>Relatedness</p> <ul style="list-style-type: none"> (see teacher & peer factors) 	<p>Relatedness</p> <ul style="list-style-type: none"> friendly & caring* value contributions* respectful* inclusive

*Evident in both case studies
Forever discovering

inenga
ehuroa



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Undermining influences

	Learning Activity	
Teacher	Competence	Peers
Competence	<ul style="list-style-type: none"> guidelines unclear/complicated judgements of low self-efficacy resulting from insufficient prior task knowledge/ experience teacher input gradually reduced resource perceived as not useful challenge too great 	Competence
<ul style="list-style-type: none"> guidance & feedback perceived as insufficient 		<ul style="list-style-type: none"> (see teacher & learning activity)
Autonomy	Autonomy	Autonomy
<ul style="list-style-type: none"> uses course expectations & language that are perceived as controlling 	<ul style="list-style-type: none"> high workload salience of marks lack of relevance time constraints* technology constraints* perceptions of limited choice* 	<ul style="list-style-type: none"> perceptions of limited input in group decisions & tasks perceptions of workload inequity
Relatedness	Relatedness	Relatedness
<ul style="list-style-type: none"> (see learning activity & peers) 	<ul style="list-style-type: none"> limited opportunities for interactions in wider class 	<ul style="list-style-type: none"> communication issues & disagreements

*Evident in both case studies
Forever discovering

Kunenga
ārehuroa



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Implications

- Revise simplistic notions of motivation
- Motivational needs of learners encompass control, competence and connection
- social & contextual factors identified are starting point for considering motivation needs of online learners





Implications cont'd

- teachers have an important motivational role to play
 - Highlight relevance & value of task
 - Offering meaningful choice
 - Alignment with personal goals and interests
 - Active & authentic learning opportunities that promote interest
 - Responsiveness
- requires a differentiated approach
 - Guidance
 - Structure
 - Feedback
 - Language used (both written & verbal)





Questions??





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