



# MOTIVATION IN THE CLASSROOM: SELF-DETERMINATION THEORY AS A FRAMEWORK TO DESIGN EFFECTIVE LEARNING ENVIRONMENTS

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# Self-Determination Theory

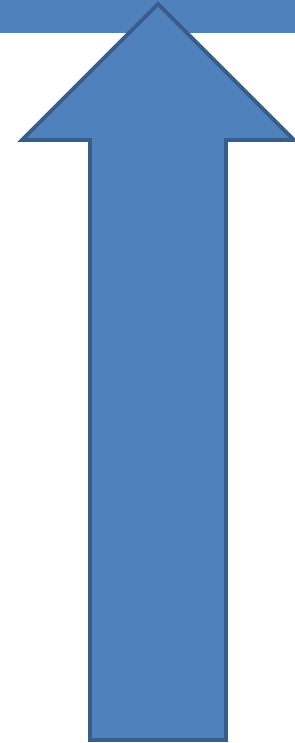
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- Person Centered Motivational Theory
  - ▣ Deci & Ryan (1985, 2000)
  - ▣ [www.psych.rochester.edu/SDT](http://www.psych.rochester.edu/SDT)
  
- Has been empirically validated for the past 40 years
  - ▣ Most of my research has been conducted with this theoretical framework
  
- Individuals have various reasons for doing things
  - ▣ Students
  - ▣ Instructors

# Continuum of Motivation

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- Intrinsic Motivation
  - Enjoyment
- Integrated motivation
  - Part of who I am
- Identification
  - Importance
- Introjection
  - Guilt, internal pressure
- External Regulation
  - Have to
- Amotivation
  - Don't know why



# Continuum of Motivation

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- Self-Determined Forms of Motivation
  - ▣ Lead to positive outcomes
    - Intrinsic motivation
    - Integration
    - Identification
  
- Non-Self-Determined Forms of Motivation
  - ▣ Lead to negative outcomes
    - Introjection
    - External Regulation
    - Amotivation

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## But.... How do we get there?

How do we get people (students, instructors) to be more motivated?

# Creating the Learning Climate

## Supporting Basic Needs

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- **Autonomy**
  - ▣ Choice and Options
  - ▣ Capable to bring about change due to own work
  
- **Competence**
  - ▣ Mastery of skills
  - ▣ Build knowledge
  - ▣ Meet expectations
  
- **Relatedness**
  - ▣ Connectedness with students and instructor
  - ▣ Appreciation of student's strengths and weaknesses

# Supporting Autonomy in the Classroom

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- ▣ Arouse curiosity
- ▣ Get their attention
- ▣ Present intriguing, important, or authentic problems
  - Challenges students to rethink their assumptions
- ▣ Offer choices
- ▣ Provide rationale for difficult or necessary tasks
- ▣ Allow ways for students to find answers to their own questions
  - Do not just give answers to pre-determined problems
- ▣ Allow ways for students to map their own path through their own efforts
- ▣ Convey a strong trust in students
- ▣ Encourages reflections

# Supporting Competence in the Classroom

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- Provide informational feedback
- Create conditions that enable students to expect to succeed
- Convey that you have high expectations for students
  - Help them achieve
- Help student value the application of effort and learning strategies
- Communicate belief in students' capacity
- Help students develop critical thinking skills
  - Discussions, role playing, field work
- Promote a mastery orientation
  - Ask students to submit multiple drafts of papers and work

# Supporting Relatedness in the Classroom

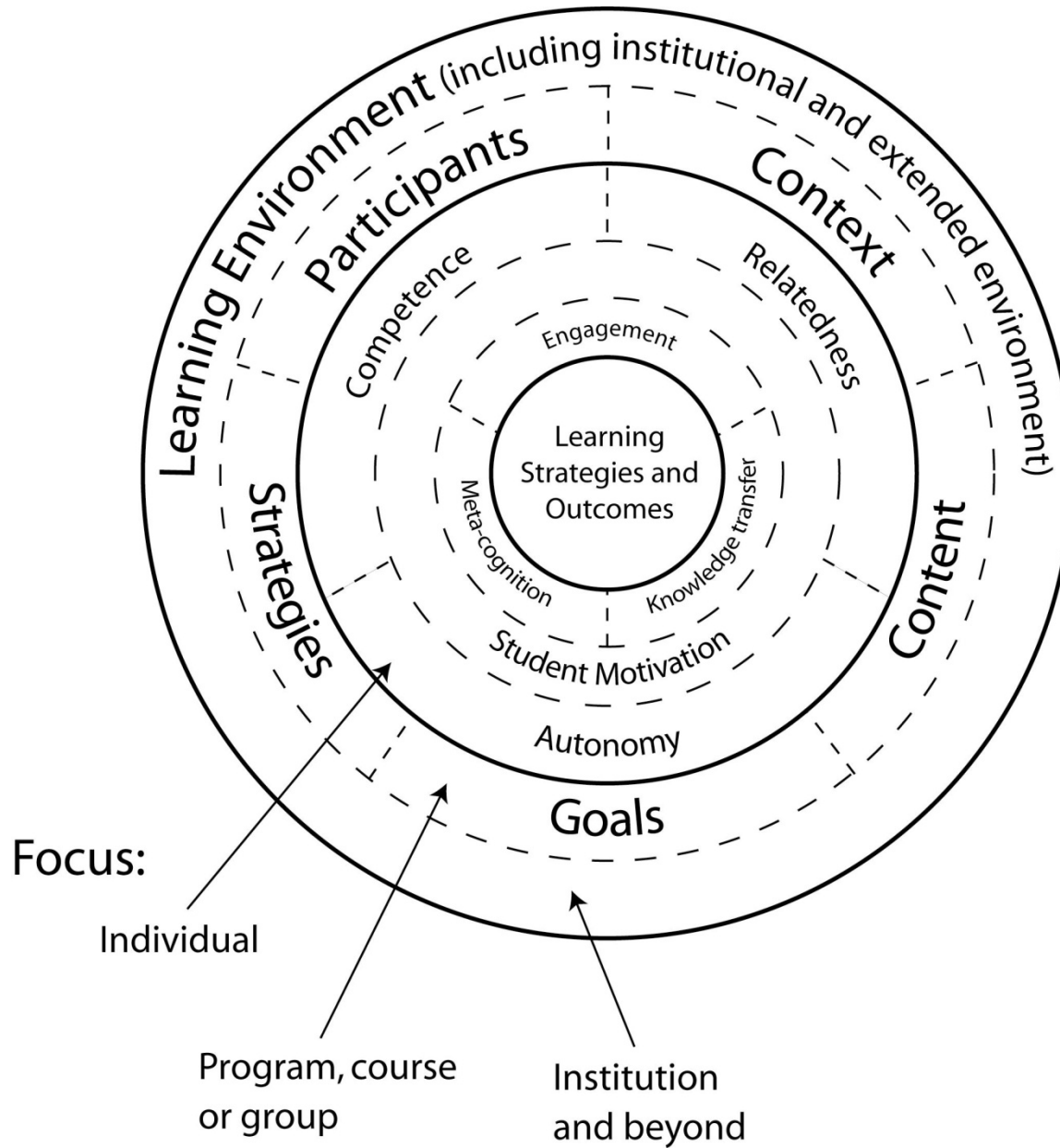
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- Create connections between you and the students
- Use warm language and eye contact
- Show the students you care about them
- Create connections between what students already know and the material
- Start with questions that the students care about or think they know
  - Start with the student rather than the discipline
- Display openness with students
- Get to know your students (strengths and challenges)
  - Ask for a paper at the beginning of class where they introduce themselves
- Talk about your own intellectual journey
  - Frustrations, failures, successes

# A Visual Representation of an Integrative Model for Learning and Motivation

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- Levesque, C., Sell, G. R., & Zimmerman, J. A. (2006). A Theory-based integrative model for learning and motivation in higher education. In S. Chadwick-Blossey (Ed.). *To Improve the Academy*, vol. 24, pp. 86-103. Anker Publishing, Bolton, MA.



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# How do we Measure these Constructs?

# Assessing Progress

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- Learning Climate Scale
- Basic Needs Satisfaction
- Self-Regulation (Motivation)
- Engagement
  - NSSE
- Learning Outcomes
  - MAPP
  - Course specific learning outcomes tied to learning objectives

# Learning Climate Questionnaire

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This questionnaire contains items that are related to your experience with your instructor in this class [course]. Instructors have different styles in dealing with students, and we would like to know more about how you have felt about your encounters with your instructor. Your responses are confidential. Please be honest and candid.

## Examples of Items

- I feel that my instructor provides me choices and options.
- I feel understood by my instructor.
- I am able to be open with my instructor during class.
- My instructor conveys confidence in my ability to do well in the course

# Need Satisfaction Scale

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The following questions concern your feelings about your experience in [INSERT NAME OF CLASS OR COURSE HERE]. Please indicate how true each of the following statement is for you given your specific experiences with this [COURSE OR CLASS]. Please use the following scale in responding to the items.

## Example of Items

- I feel like I can make a lot of inputs in deciding how my work gets done (Autonomy)
- Most days I feel a sense of accomplishment from being in this course (Competence)
- I get along with people in class (relatedness)

# Self-Regulation (Motivation)

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Why are you taking this course [insert name of course]?

## Example of Items

- Because I really enjoy it (Intrinsic Motivation)
- Because acquiring all kinds of knowledge is fundamental for me (Integration)
- Because it's a sensible way to get meaningful experience (identification)
- Because I would feel guilty if I didn't (Introjection)
- Because that's what I'm supposed to do (External Regulation)
- I don't know. I wonder if I should continue (Amotivation)

# Engagement

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## □ Level of Engagement

- Similar to NSSEE engagement assessments

### □ I am...

- “Using an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment”
- Working harder than you thought you could to meet an instructor’s standard or expectations
- Coming to class without completing readings or assignments
- “Having serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values”
- Having serious conversations with students about race
  - 4 point scale from 0 (never) to 3 (very often)

# Findings

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- Students' perceptions of the autonomy supportiveness of the learning climate
  - ▣ Is associated with increase in competence, autonomy, relatedness
  - ▣ Is associated with increase in motivation
  - ▣ Is Associated with increased engagement
  
- Students reporting being more self-determined (motivated)
  - ▣ Predict reduction in anxiety
  - ▣ Predicts increased engagement
  - ▣ Predict increase performance in the course

*RESULTS PRESENTED NEXT COME  
FROM:*

*IMPROVING SUCCESS AND  
RETENTION IN INTRODUCTION TO  
PSYCHOLOGY: A BLENDED COURSE  
APPROACH*

8/24/2011

Chantal Levesque-Bristol, Carol Shoptaugh, and Michele Williams

	Learning Climate
Autonomy	.45***
Competence	.48***
Relatedness	.30***
Student Motivation	.51***
Engagement	.20***
Course Performance	.20***

\*\*\*  $p < .001$

	Autonomy	Competence	Relatedness
Student Motivation	.46***	.55***	.25***
Course Performance	.18***	.26***	.14**

\*\*  $p < .01$

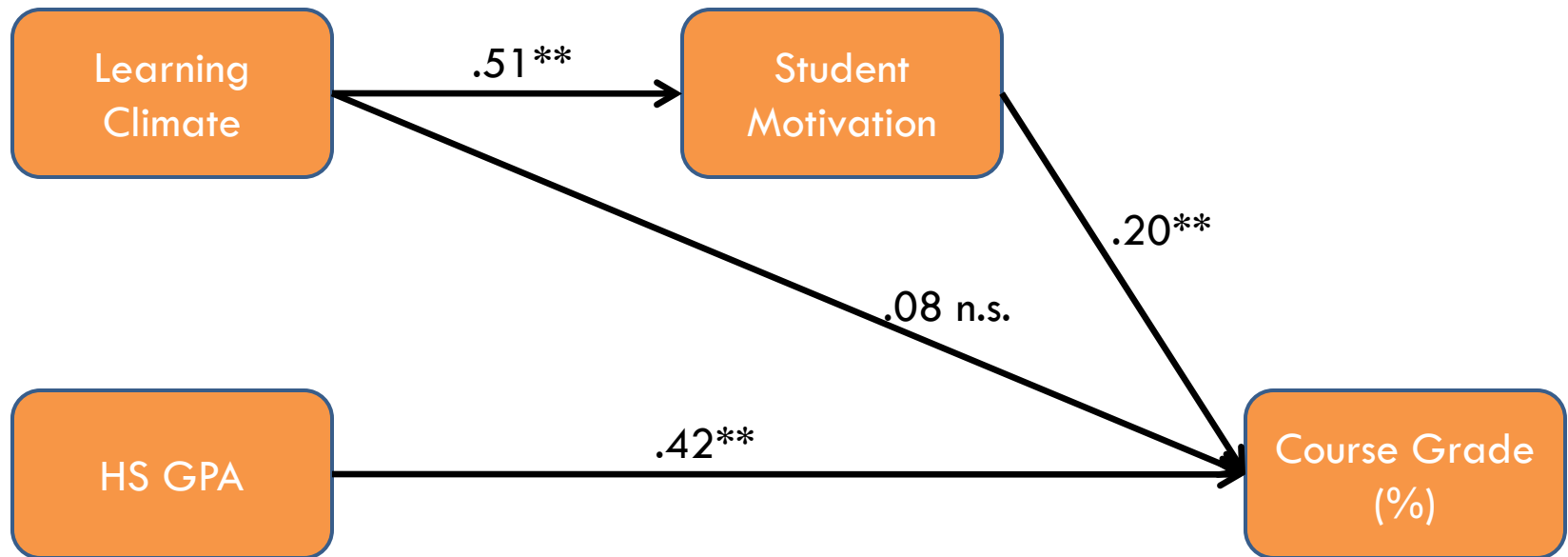
\*\*\*  $p < .001$

	Student Motivation
Engagement	.18**
Course Performance	.24***

\*\*  $p < .01$

\*\*\*  $p < .001$

# Results – General Motivational Model



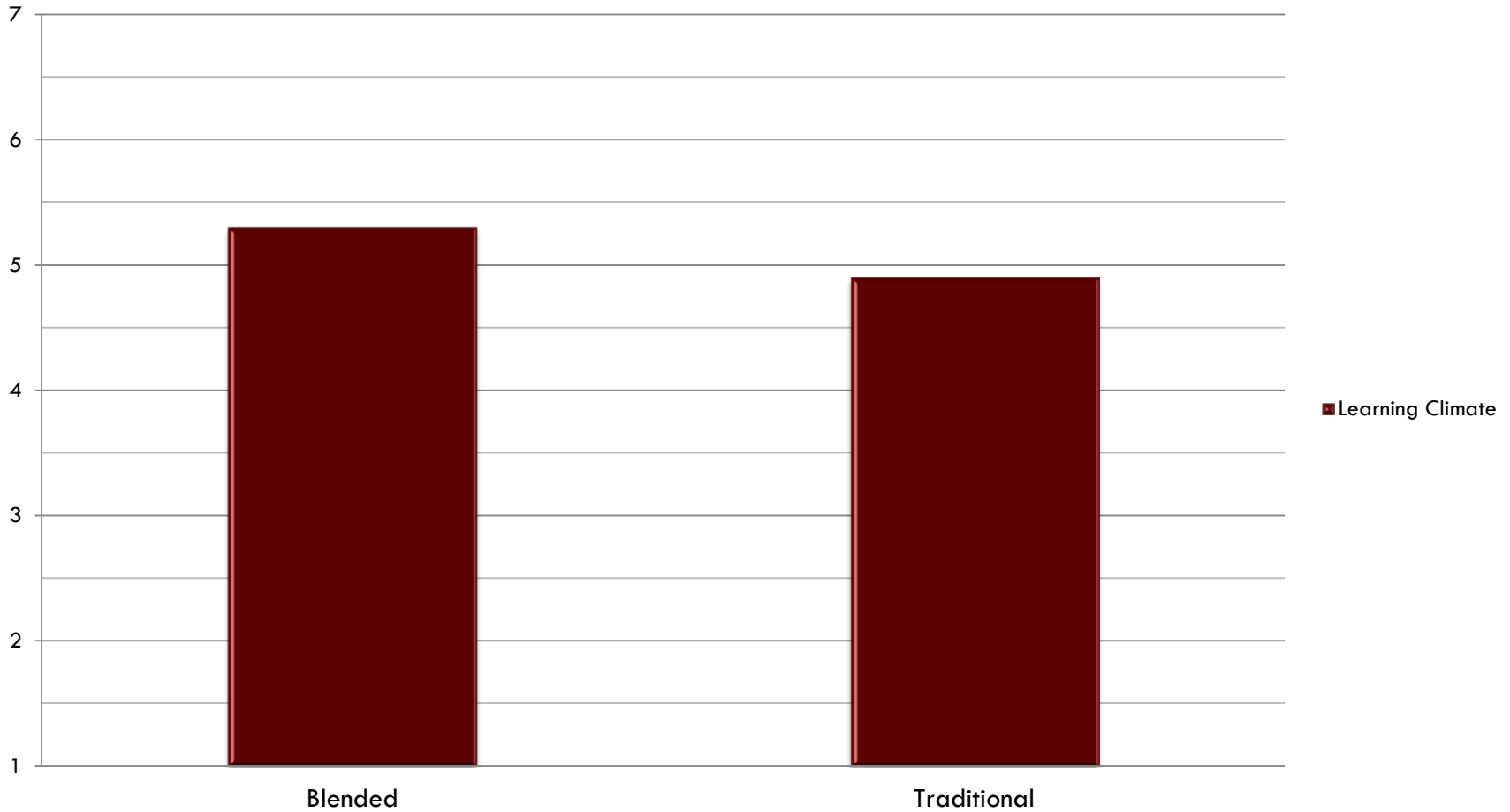
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# Comparing Different Modalities of Teaching

Hybrid versus Traditional classroom

# Results – Impact on Learning Climate

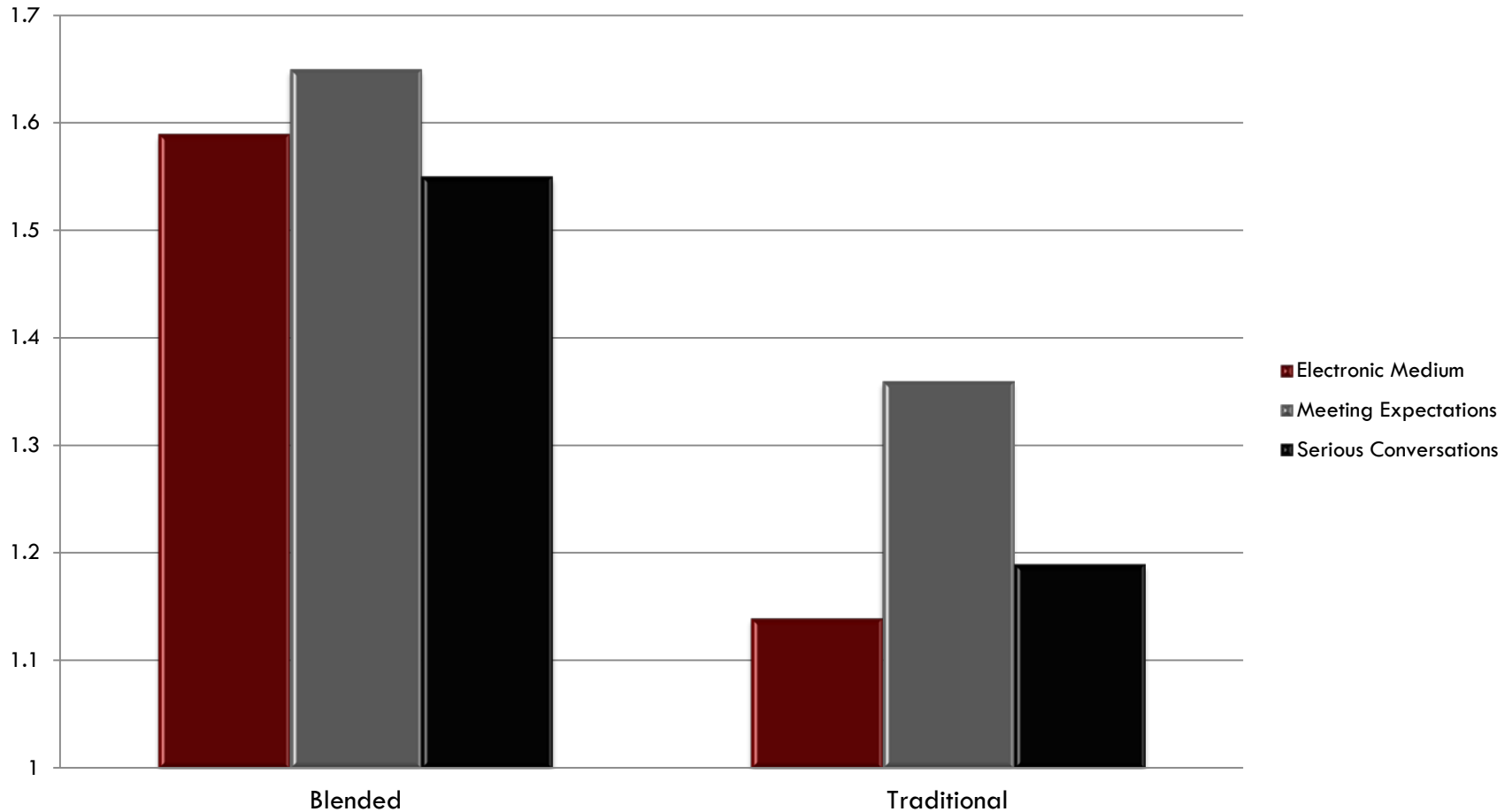
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# Results – Impact on Engagement

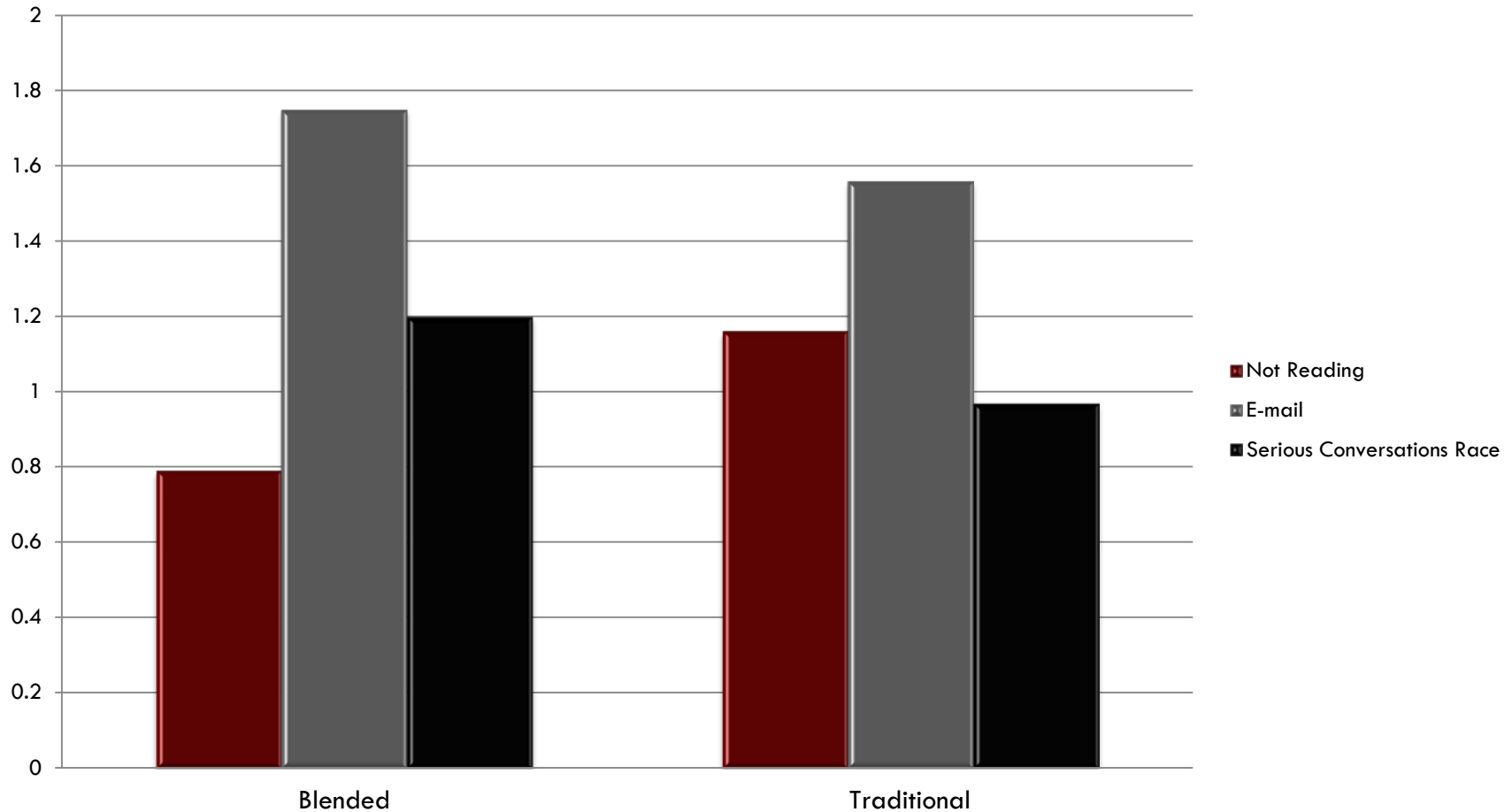
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# Results – Impact on Engagement

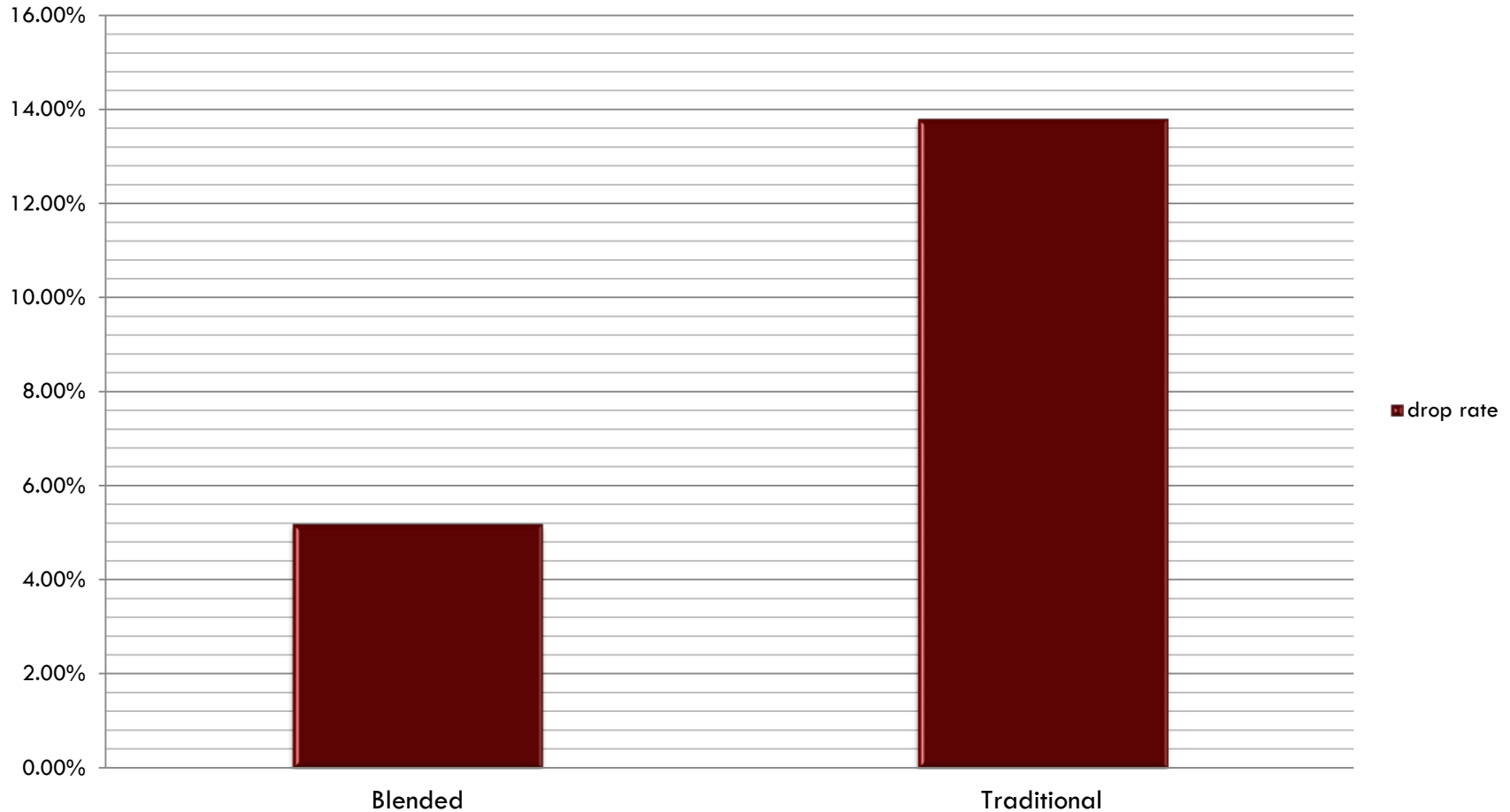
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# Results – Impact on Drop Rate

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$\chi^2 = 6.627$  (df = 1),  $p \leq .05$   
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# Results – Impact on Grade Distribution

<b>Grade Distributions for Traditional versus Blended PSY121</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F/N</b>
<b>Traditional</b>	19	30	41	35	28
<b>Blended</b>	25	57	37	23	13
<b>Total</b>	<b>44</b>	<b>87</b>	<b>78</b>	<b>58</b>	<b>41</b>

$\chi^2 = 17.63$  (df = 4)

Significant at the .01 level

- The learning environment we create in the classroom makes a difference
- The difference is noticeable over and above students' academic abilities

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# Share Your Thoughts...

Questions??