



Refresh Teaching event, June 2016

Fostering student motivation

Speakers:

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Hosts: Dr. Nora Dittmann-Domenichini, Dr. Pia Scherrer, LET

Fostering Student Motivation

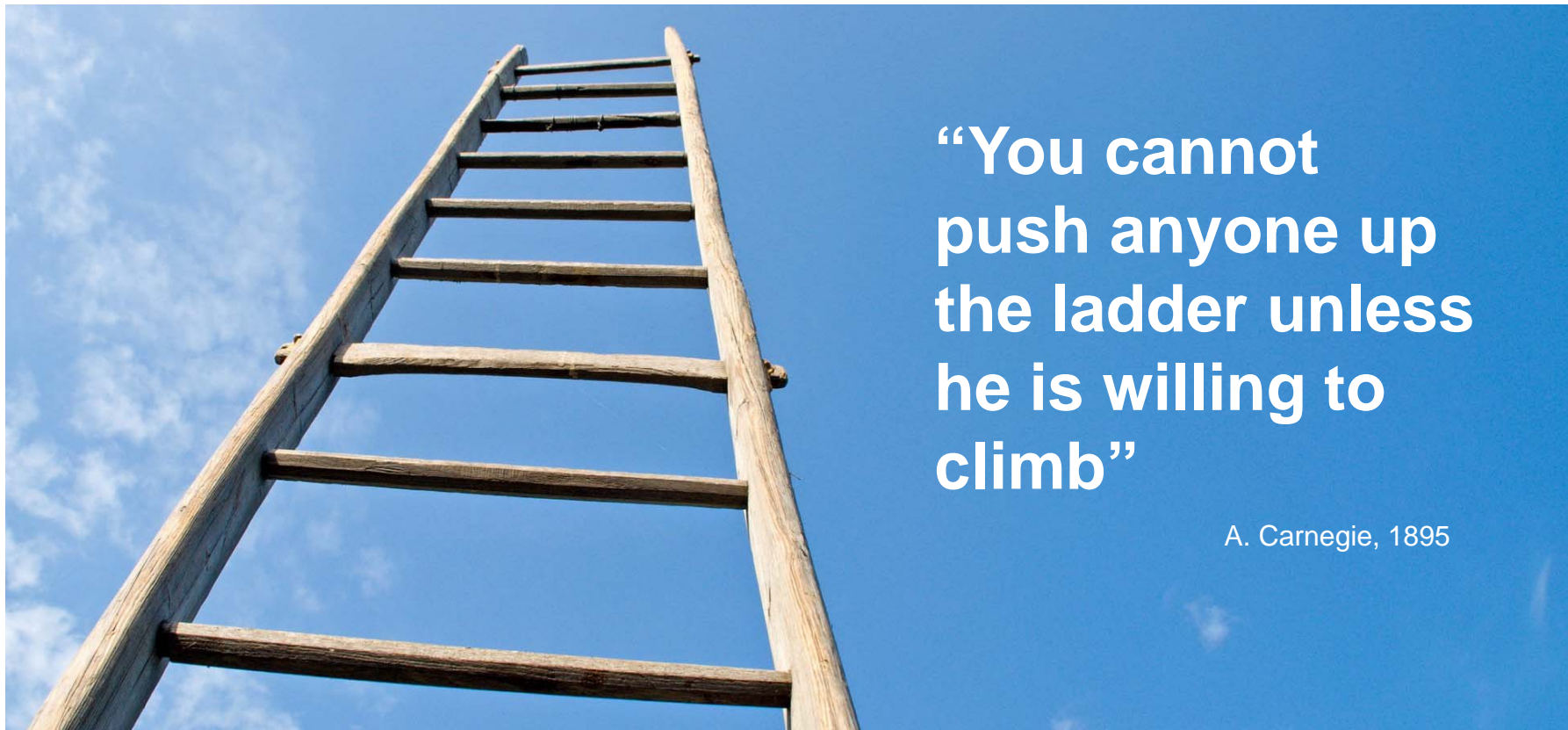


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Fostering Student Motivation



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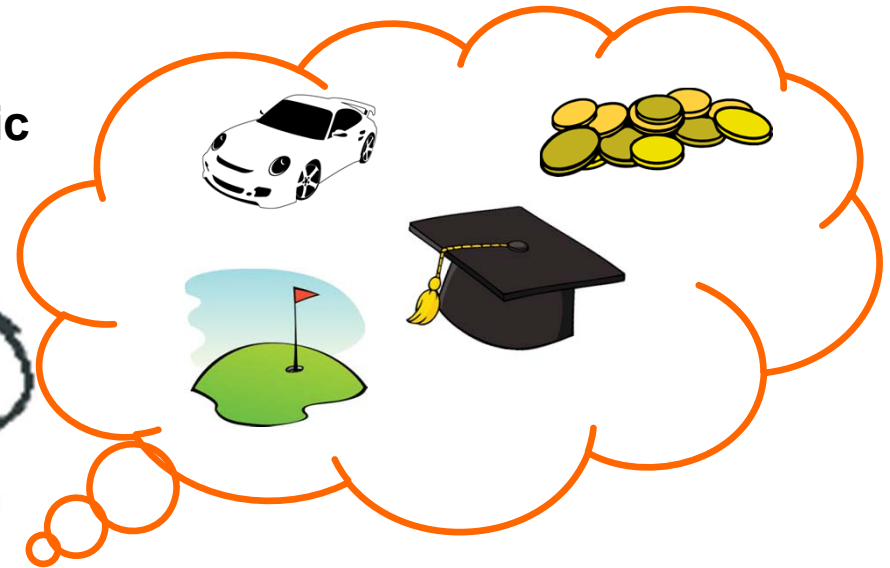
What types of motivation exist?

Intrinsic



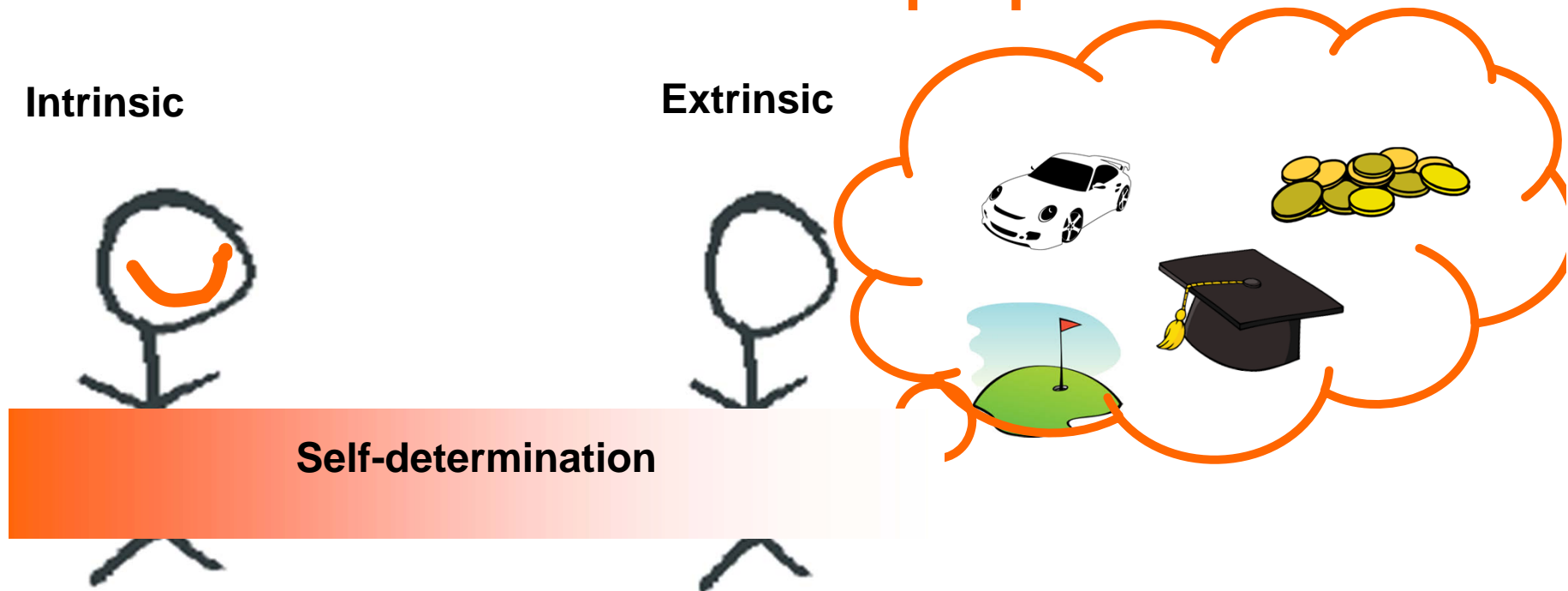
We're driven by our enjoyment of the activity

Extrinsic



We're driven by our goal to earn a reward or avoid punishment

Why the distinction between intrinsic and extrinsic is not useful for our purpose?



When we allow students to feel a certain degree of self-determination, extrinsic motivation CAN be beneficial for learning as students can integrate external demands like: “you have to pass this course”, “you have to read this book” with their own needs or values.

Deci & Ryan, 2000

How can instructors systematically foster motivation?



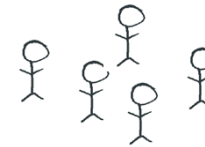
Learning activities are designed at the appropriate level of challenge and accompanied by relevant feedback.

Students experience
competence



Provide reasons for tasks and exercises so that students can decide how they match their own values and interests and can then act in a self-determined way.

Students experience
autonomy



Make visible that you genuinely value and respect students' contributions.

Students experience
relatedness

How is motivation fostered in ETH classrooms?

- Dr. Viviane Otto, D-CHAB
- Dr. Meike Akveld, D-MATH

Fostering student motivation

Use this sheet to analyse your current teaching practice. Jot down ideas for fostering student motivation that you want to (a) keep using and/or (b) promote more strongly in future.

<u>Aspect</u>	Definition (Deci & Ryan, 2000; Niemiec & Deci, 2009)	☺ I'm <u>happy</u> with this aspect in my teaching 📌 I would like to <u>do more of this</u>	This is what I already do in my teaching (for ☺) This sounds like a good idea for my teaching (for 📌):
Competence	Providing opportunities for participants to experience themselves as competent		
<u>Autonomy</u>	Providing opportunities for participants to experience themselves as "having a voice".		
<u>Relatedness</u>	Providing opportunities for participants to experience that their <u>behaviour</u> is valued by others		

Reference

Deci, E. L., & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268. Full text available: http://selfdeterminationtheory.org/SDT/documents/2000_DeciRyan_PIWhatWhy.pdf