Motivation:
The Iceberg to Our Titanic

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Online Courses do NOT mean...

...standards have to be lowered
...grades have to be inflated
...an easy A
Our Goal

Create an environment where students can learn IF they work hard and persevere
Growth mindset → intelligence is flexible and capable of increasing

Fixed mindset → intelligence is predetermined and static

Fixed mindset can limit those who are struggling and those who think they are smart
Online courses tend to have higher attrition rates than in-person courses

(Bawa, 2016)
Why?
Motivation

How do we keep the student motivated to work?

- Importance and faculty intervention
- Agency
- Online collaboration
- Recognition of learning
Tips to Address High Attrition Rates

- Check if students have accessed material on Day 3 after material is released (Put it on your class calendar to do!)
- Send “individual” emails to anyone who has not.
Key Questions to Ask Students About Preparation

- “Have you accessed the material?”
- “How much time have you spent on the material in a module?”
- “Do you have a study group?”
- “Did you come to my virtual office hours to discuss what you did not know?”
- “What can you do to change what you are doing?”
Tip:
Effort
Contracts

When student agrees to do something…
  • Type it up
  • Send it to them
  • Have them sign it
  • Take a photo
  • And send it back to you
Tip: Mastery Quizzes

- Ungraded
- Must achieve 100% to move on
- Unlimited attempts
- Most useful for vocabulary/baseline knowledge
- Identifies gaps in knowledge and areas where remediation is needed
- Include materials/feedback to direct student to where to learn what they do not know
When and How Can You Intervene?
How do we keep the student motivated to work?

- Importance and faculty intervention
- **Agency**
- Online collaboration
- Recognition of learning
“The emotions that students experience while learning impacts their motivation to engage in the learning itself”

(Cavanaugh, 2016)
Agency

Ability to control or have a say in the process of how they are assessed
Tip: Discussions

• Give students multiple (4-5) prompts to choose from
• Allow them to write or video a post
• One prompt – How does this topic impact you personally?
If you have required readings, give them a choice of material to read.

Example: If they need to read ~5 items, give them 12-15 to choose from.
Tip: Discussion Groups

- Create discussion groups based on topics of interest.
- Limit the number of students in a group – entry on a first-come, first-served basis.
- Students are more invested and engaged because THEY chose to do this.
Ideas for How You Can Give Your Students Authority
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• Reflect your pedagogical purpose.
• Begin with a structured team-building activity.
• Include a plan to prevent conflict, or work through it constructively if it occurs.
• Require transparent group communication.
• Have explicit grading criteria and processes (Robertson and Riggs 2018).

(Darby with Lang, 2019, p 167)
Tips for Collaborative Project Setup

- Video instructions as well as written
- Team building exercise could be writing a contract on communication (how often and when) and how conflict will be handled
- Jumanji project – write your Jumanji character based on your strengths and weaknesses
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Real learning requires students connect material to their own experiences
Students get focused on the formula, the problem/answer, the “what do I need to know for this test”
“When students are given an organizational structure in which to fit new knowledge, they learn more effectively and efficiently than when they are left to deduce this conceptual structure for themselves”

(Ambrose, Bridges, DiPietro, Lovett, and Norman, 2010)
Tip: Activate Prior Knowledge

Quiz in opening module of knowledge of topic

- Required to open rest of course
- Build in time for you to respond
- Make sure you have a global announcement to summarize common areas of interest/knowledge
- Points for completion – not accuracy
Providing partial notes are better than full notes

(Connelius & Owen-DeSchryver, 2008, p8)

• Provides structure while student makes connections
• Gives students something to do while watching video lectures
Handwritten notes more effective in learning than typed

- Have student write an outline of video lecture material and post it (photo and upload, Google Jamboard, etc)
Idea for Connection to Material

Concept maps – bubbl.us

- One started by you and completed by student
- Drives understanding and connections to concepts in class
Concept Map Example
McGuire & McGuire: “What does this remind you of that you’ve encountered in real life?”

You do not have to make the connections – the students will do it IF prompted to