MOTIVATION

The following is a list of resources compiled by UROP that relate to motivation and undergraduate research. Motivation issues may arise when working with an undergraduate researcher.   While this is not an exhaustive list of resources available regarding motivation, these do give a variety of insight into different methods of motivational techniques. They are available from the UROP library, GT Library, or on-line.   UROP library materials can be checked out by coming to the UROP office. Please contact UROP for availability.

A good reference for a general overview on the theory of motivation is the Vanderbilt Center for Teaching's website on Motivating Students.

∗ Crone, Ian and MacKay, Kathy. "**Motivating Today's College Students**." peerReview Vol. 9 Iss. 1 (2007): pp. 18-21.

   One college's methods to motivate its students and discussion/acknowledgement of different pulls on students' time.

   http://www.aacu.org/peerreview/pr-wi07/pr-wi07_practice.cfm

∗ Donald, Janet G. "**Motivation for Higher-Order Learning**." New Directions for Teaching and Learning Vol. 1999 Iss. 78 (1999): pp. 27-35.

   Motivation for higher-order learning and lifelong learning are essential outcomes in higher education. Students' motivations and strategies for studying and for their learning goals interact with the learning context. These relationships suggest new perspectives for research on student learning.

   http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523908/abstract

∗ Ehrenberg, Ronald G. "**Involving Undergraduates in Research to Encourage Them to Undertake Ph.D. Study in Economics**." The American Economic Review Vol. 95 Iss. 2 (2005): pp. 184-188.

   The author discusses how he has structured an undergraduate research program in economics to encourage students to pursue graduate degrees in economics.

   http://www.jstor.org.www.library.gatech.edu:2048/stable/4132813

∗ Farmer, Donald W. "**Institutional Improvement and Motivated Faculty: A Case Study**." New Directions for Teaching and Learning Vol. 1999 Iss. 78 (1999): pp. 87-95.

   Motivating faculty to participate in institutional change does not take place in a vacuum. This chapter reports a successful effort to implement and sustain change and offers guidelines that consider all the participants in a change process.

   http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523915/abstract

✳ Feldman, Kenneth A., and Paulsen, Michael B. "**Faculty Motivation: The Role of a Supportive Teaching Culture**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 69-78.

A supportive teaching culture provides various forms of informative feedback about individual teaching effectiveness without threatening individual teachers. This supportive approach stimulates motivation to achieve excellence in teaching.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523909/abstract

✳ Keller, John M. "**Using the ARCS Motivational Process in Computer-Based Instruction and Distance Education**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 37-47.

It is one thing to design for learner motivation in a classroom where teachers can respond to students' cues. It is a greater challenge to make self-directed learning environments responsive to the motivational requirements of learners. This chapter describes a process that provides guidelines and methods for incorporating motivational tactics into computer-based and distance learning environments.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523917/abstract

✳ MacKinnon, Marjorie M. "**CORE Elements of Student Motivation in Problem-Based Learning**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 49-58.

Problem-based learning requires high levels of student motivation and perseverance. In an international setting, community, ownership, relevance, and empowerment were found to be the "CORE" elements in the motivation of students.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523914/abstract

✳ Margolis, Howard. "**Increasing Struggling Learners' Self-Efficacy: What Tutors Can Do and Say**." <u>Mentoring & Tutoring: Partnership in Learning</u> Vol. 13 Iss. 2 (2005): pp. 221-238.

Self-efficacy is essential to motivation and learning. Compared to students with weak self-efficacy for academics, students with strong self-efficacy have higher motivation, make greater effort, persist longer, and achieve more. Unfortunately, struggling learners with weak self-efficacy often avoid academic tasks or give up prematurely, reducing the likelihood of academic success. Because tutoring usually occurs in one-to-one or small group situations, adult tutors are in an excellent position to enhance struggling learners' self-efficacy which, in turn, can improve academic outcomes. To achieve this, tutors need to understand the importance of self-efficacy, its sources, and how to strengthen weak or flagging self-efficacy. To assist tutors in strengthening learners' self-efficacy, this article discusses (a) the importance and sources of self-efficacy, (b) instructional principles derived from these sources, and (c) topics for future research.

http://www.library.gatech.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17132604&site=ehost-live

✳ Mattern, Rebecca A. "**College Students' Goal Orientations and Achievement**." <u>International Journal of Teaching and Learning in Higher Education</u> Vol. 17 Iss. 1 (2005): pp. 27-32.

Theorists in the area of academic motivation have distinguished between mastery goals (develop understanding) and performance goals (demonstrate ability). Numerous research studies have empirically examined the implications these "constructs" have for understanding students' performance in the classroom. Traditionally, mastery goals have been associated with adaptive learning outcomes while performance goals have been associated with maladaptive learning outcomes. Recently, however, theorists have suggested that students might hold both mastery and performance goals and that both goals can be beneficial. This study compared the achievement patterns of students who held both goals simultaneously to students who held either mastery or performance goals only. Data was collected within a foundational teacher education course from 143 students, a portion of whom were found to hold high mastery goals (mastery oriented), high performance-approach goals (performance-approach oriented), and high

mastery and high performance goals (multiple goal orientation). Using course grades as an indicator of achievement, a one-way ANOVA showed no significant difference between the multiple goal group and the single goal groups. However, a significant difference was found between the high mastery group and the high performance group.

∗ Nuhfer, Edward B. "**Motivation in Interdisciplinary Programs**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 79-86.

Holistic motivation is required to sustain interdisciplinary learning communities. This chapter describes the stakeholders in such communities and offers methods of sustaining their motivation and participation.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523918/abstract

∗ Panitz, Theodore. "**The Motivational Benefits of Cooperative Learning**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 59-67.

Cooperative learning employs a variety of motivational techniques. This chapter outlines the many benefits of cooperative learning in terms of its motivational impact.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523911/references

∗ Paulsen, Michael B., and Feldman, Kenneth A. "**Student Motivation and Epistemological Beliefs**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 17-25.

Research has consistently demonstrated that the motivational beliefs of college students have direct effects on their academic performance. Research has also indicated that the epistemological beliefs of students—that is, their beliefs about the nature of knowledge and learning—affect their motivational beliefs, cognitive strategies, and learning outcomes. In this chapter we examine some empirical relationships we found between more comprehensive, multidimensional measures of both motivational and epistemological beliefs. Moreover, we provide practical recommendations to help faculty promote their students' motivation to learn by designing learning activities that facilitate their students' development of more sophisticated and motivationally productive epistemological beliefs.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523910/abstract

∗ Theall, Michael. "**Editor's Notes**." <u>New Directions for Teaching and Learning</u> Vol. 1999 Iss. 78 (1999): pp. 1-3.

The topic of motivation is a broad one. An extensive literature on motivation exists and touches on so many other aspects of behavior and learning that no one book could hope to cover the breadth of the field. For that reason, the focus of this issue of New Directions for Teaching and Learning is on motivation in higher education and on the common elements that can be found when motivation is discussed with respect to instructional process and the university community—that is, with respect to teachers, learners, administrators, and staff. Although the authors of this issue recognize and refer to many of the classic works in the field, much of what is reported here is new: new studies, new syntheses, and explorations of new situations. In every chapter attention is given to the application of motivational theories and principles to specific situations, and to the importance of incorporating motivational concepts into everyday pedagogical or administrative practice. The most common thread running through the chapters is that motivation is a construct that describes how individuals respond to sets of conditions in light of their own perspectives, attitudes, and beliefs. Individuals choose to do or not do certain things, and in this sense the authors of this issue focus on factors, situations, or strategies that keep individual differences in mind and that accommodate these differences.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523916/abstract

∗ Theall, Michael, ed. **Motivation from Within: Approaches for Encouraging Faculty and Students to Excel**. Vol. 1999: Jossey-Bass, 1999.

Motivation is not something one "does to" someone else--good motivational practice requires that we engage others in a common quest. Emphasizing the concept of intrinsic motivation, this volume provides useful guidelines for teachers, learners, and administrators who wish to maximize their own performance and help others do the same. The authors examine how students' cultural backgrounds and beliefs about knowledge affect their motivation to learn, and apply the latest motivational theory to the instructional process and the university community. They also explore what motivates faculty to strive for teaching excellence and institutional improvement, discussing what institutions can do to support faculty in these efforts.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523907/issue

∗ Theall, Michael, and Franklin, Jennifer. "**What Have We Learned? A Synthesis and Some Guidelines for Effective Motivation in Higher Education**." New Directions for Teaching and Learning Vol. 1999 Iss. 78 (1999): pp. 97-109.

This is the concluding chapter in the Motivation Issue from the New Directions for Teaching and Learning journal. The authors review and summarize the motivational models, issues, and strategies suggested by other contributors in order to demonstrate their interrelationships and show how, even though the terms used are sometimes different, all the models proposed throughout this issue have strongly similar conceptual themes. They also consider the common themes and models from this volume with respect to other important contemporary work by researchers in higher education and motivation.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523912/abstract

∗ Waite, Sue, and Davis, Bernie. "**Developing Undergraduate Research Skills in a Faculty of Education: Motivation through Collaboration**." Higher Education Research & Development Vol. 25 Iss. 4 (2006): pp. 403-419.

This paper explores motivational factors underpinning undergraduates' learning of research skills through individual research projects with collaborative tutorials. Research has long pointed to group support, positive affect and scaffolding as important for motivating and facilitating learning. Furthermore, UK government priorities have placed an increasing emphasis on the need to develop the key skills of inquiry and working with others. However, this is set in a context of assessment and practice in higher education that encourages individualist and instrumental perspectives on gaining competencies and knowledge. Traditionally undergraduate research skills have been taught through lectures and small-scale projects chosen by the students with individual tutorial support in a faculty of education. Here our action research introduced collaborative tutorials as another element of teaching. We examine the process of collaboration to explore factors that support motivation to learn through two principal theoretical frameworks.

http://web.ebscohost.com.www.library.gatech.edu:2048/ehost/detail?vid=3&hid=8&sid=cc98cac1-ffde-4f83-9805-01e1c0385d9d%40sessionmgr3&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=25084360

∗ Wlodkowski, Raymond J. "**Motivation and Diversity: A Framework for Teaching**." New Directions for Teaching and Learning Vol. 1999 Iss. 78 (1999): pp. 5-16.

Learning is a naturally active and normally volitional process. This chapter is concerned with motivation to learn and how to encourage it effectively. What students bring to a learning situation is key.

http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523913/abstract