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CREATING LEARNING
ENVIRONMENTS TO SUPPORT
STUDENT MOTIVATION
POST-PANDEMIC

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TEXAS  STATE
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CHALLENGES DURING THE PANDEMIC

- Mental and Physical Health
- Social Connection and Community
- Missing Important Events / Routines
- Socioeconomic Issues
- COVID Rules/Contraction
- Technology
- Future Plans
- Academics

CHALLENGES DURING THE PANDEMIC

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- **Academics**

Adolescents reported challenges around issues of ...“trying to stay motivated with school.” (p. 264)

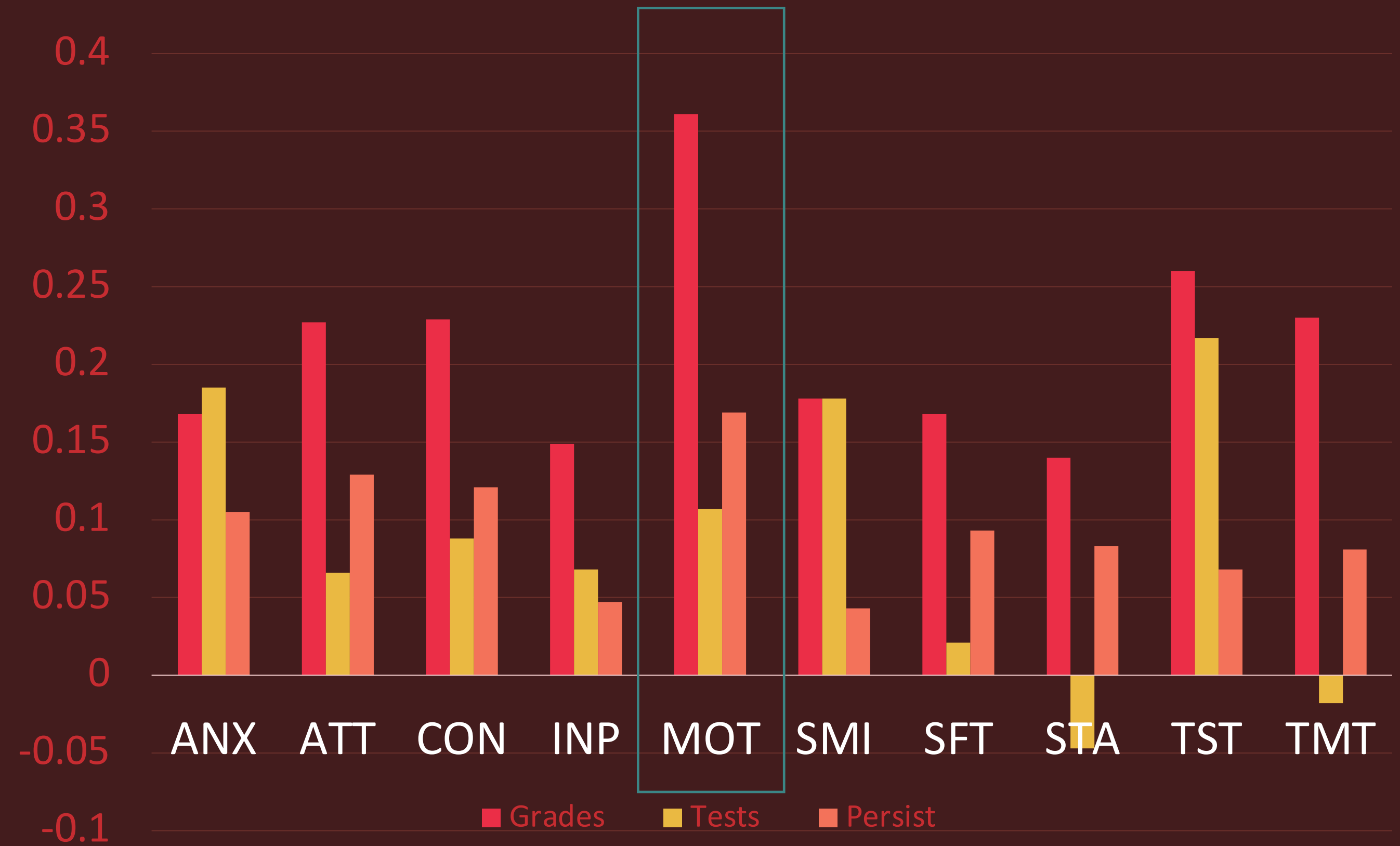
WHY MOTIVATION?

- “the process whereby goal-directed activity is instigated and sustained”
- Powerful determinant for achievement



MOTIVATIONAL STRATEGIES

- Meta-analyzing over 150 studies on learning/study strategies
- **Motivation strategies** had the highest correlations with GPA/grades and persistence



WHY MOTIVATION?

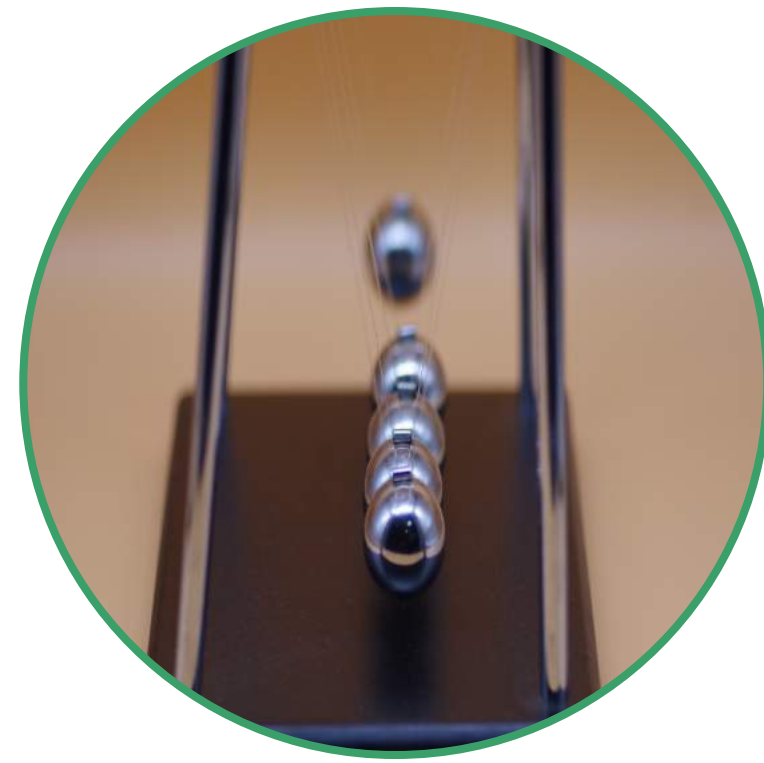
- “the process whereby goal-directed activity is instigated and sustained”
- Powerful determinant for achievement
- Not a unitary construct



OVERVIEW OF MOTIVATION THEORIES



SELF-DETERMINATION
THEORY



ATTRIBUTION
THEORY



SOCIAL COGNITIVE
THEORY



SITUATED EXPECTANCY-
VALUE THEORY



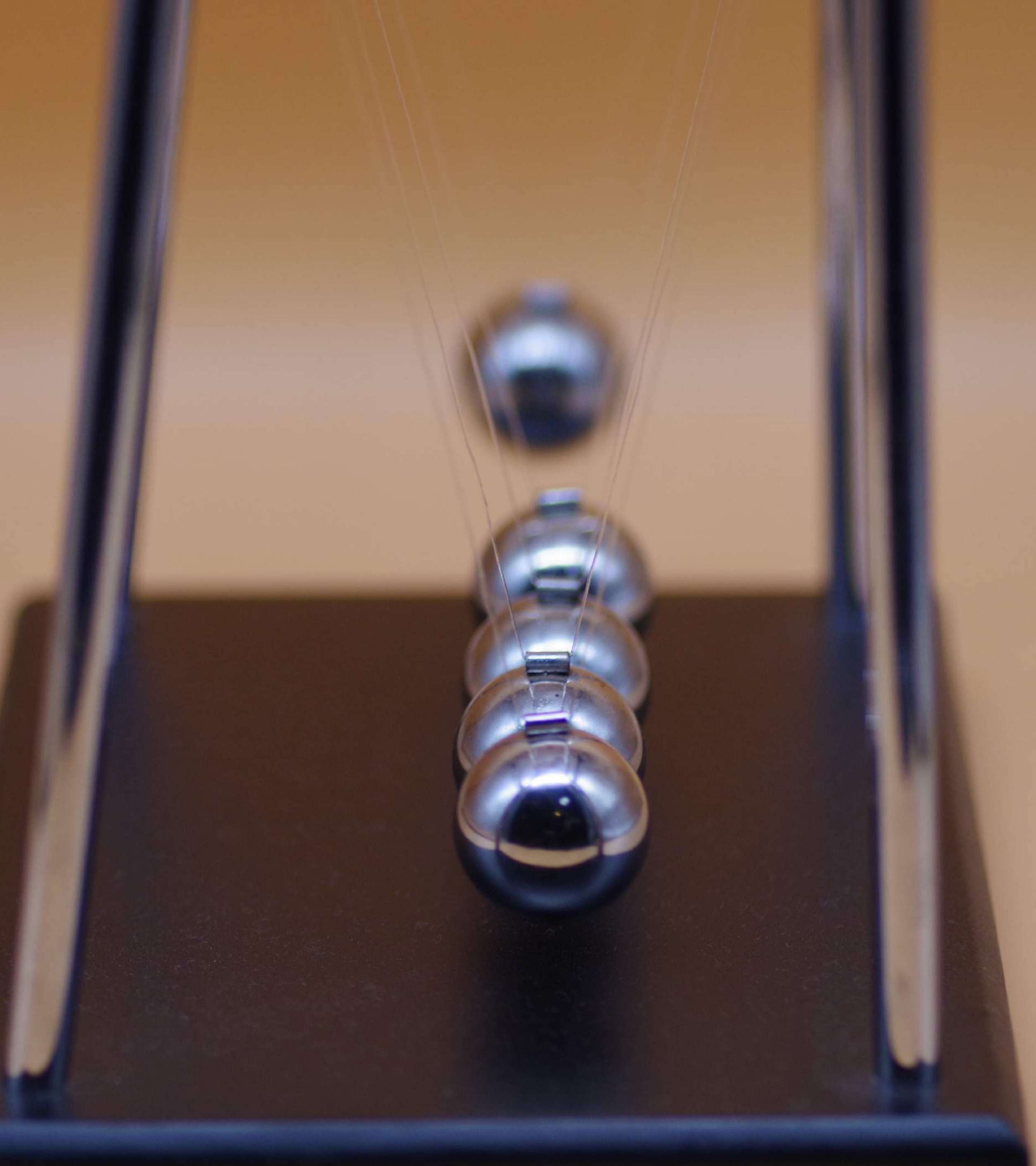
GOAL ORIENTATION
THEORY



SELF-DETERMINATION THEORY

Satisfying or thwarting 3 basic needs

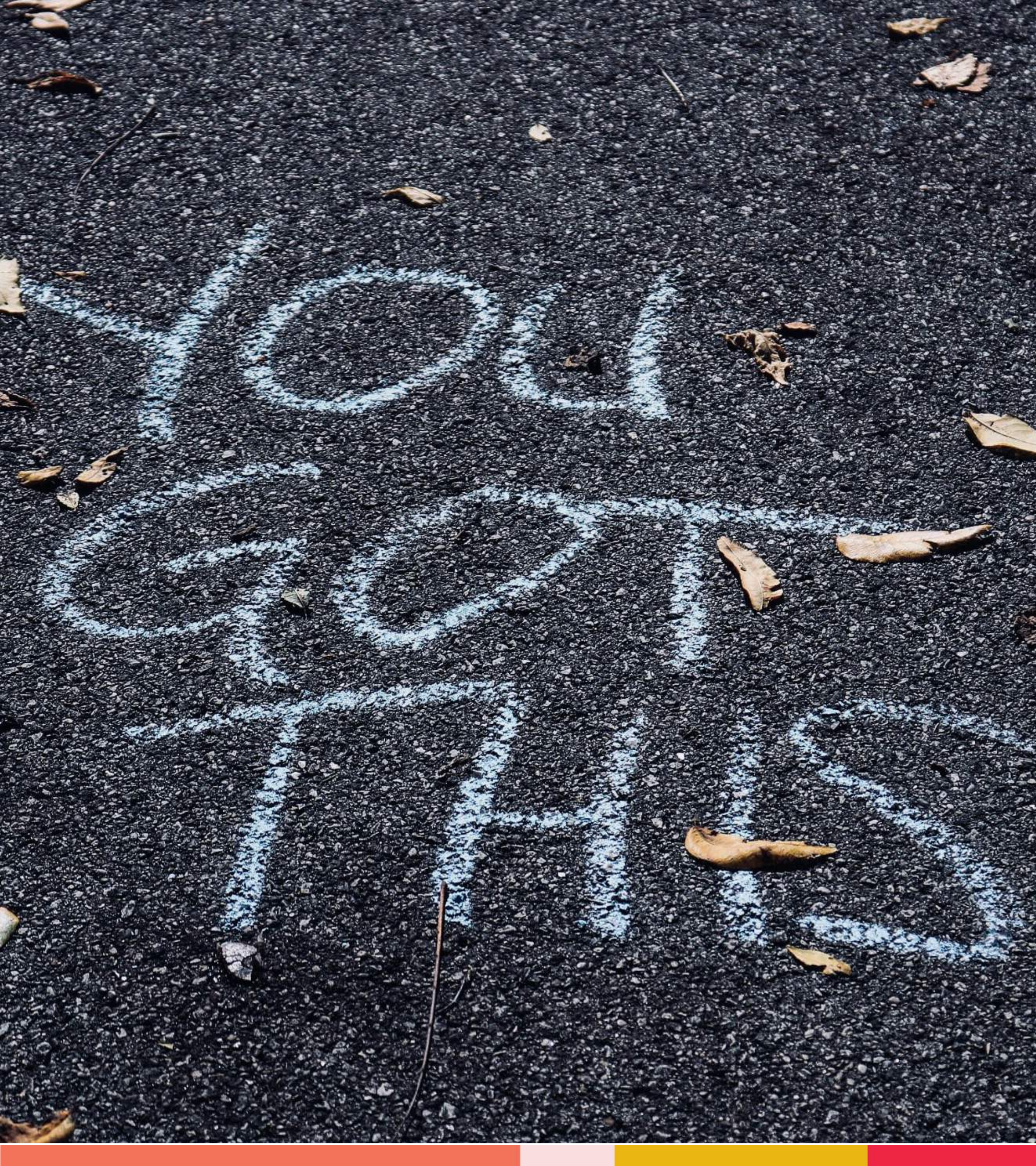
- Competence
- Autonomy
- Relatedness



ATTRIBUTION THEORY

Identifying causes of success/failure

- Internal vs. external
- Controllable vs. uncontrollable
- Stable vs. unstable



SOCIAL-COGNITIVE THEORY

Triadic reciprocity among 3 factors

- Environment
- Perceptions -> **SELF-EFFICACY**
- Behavior

Sources of Self-Efficacy

- *Mastery Experiences*
- *Vicarious Experiences*
- *Social Persuasions*
- *Affective Experiences*



SITUATED EXPECTANCY-VALUE THEORY

Achievement choices informed by

- Expectancies
- Task Value: Intrinsic, Attainment, Utility
- Costs



GOAL ORIENTATION THEORY

Meaning derived from attaining

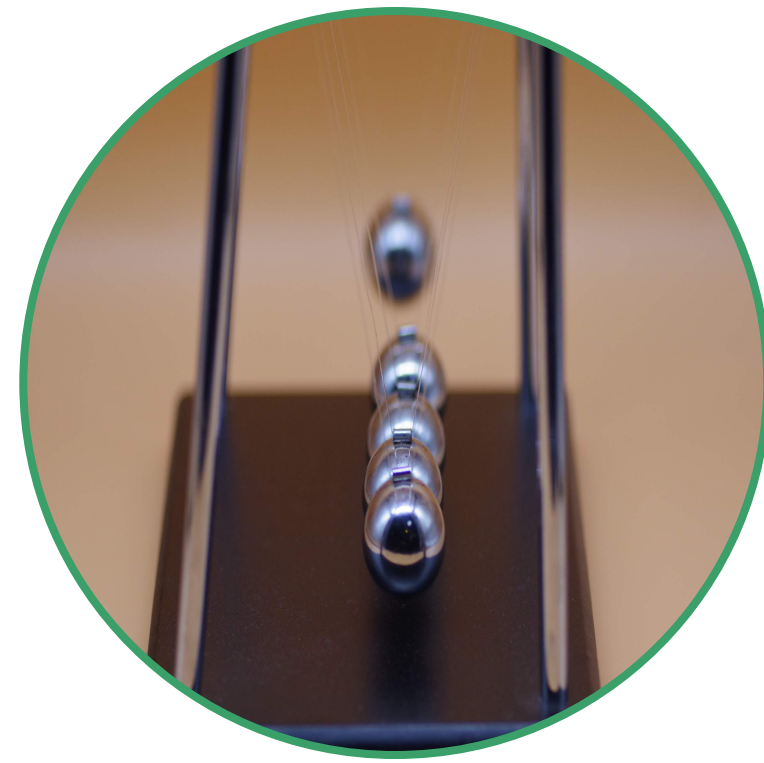
- **Mastery goals**
- **Performance goals**

See Urdan & Kaplan (2020)

OVERVIEW OF MOTIVATION THEORIES



SELF-DETERMINATION
THEORY



ATTRIBUTION
THEORY



SOCIAL COGNITIVE
THEORY



SITUATED EXPECTANCY-
VALUE THEORY



GOAL ORIENTATION
THEORY

COVID-19 SHIFTS IN STUDENTS' WORLDS



INSTRUCTIONAL



SOCIAL



FUTURE-ORIENTED



RACIAL/SOCIOCULTURAL



INSTRUCTIONAL SHIFTS

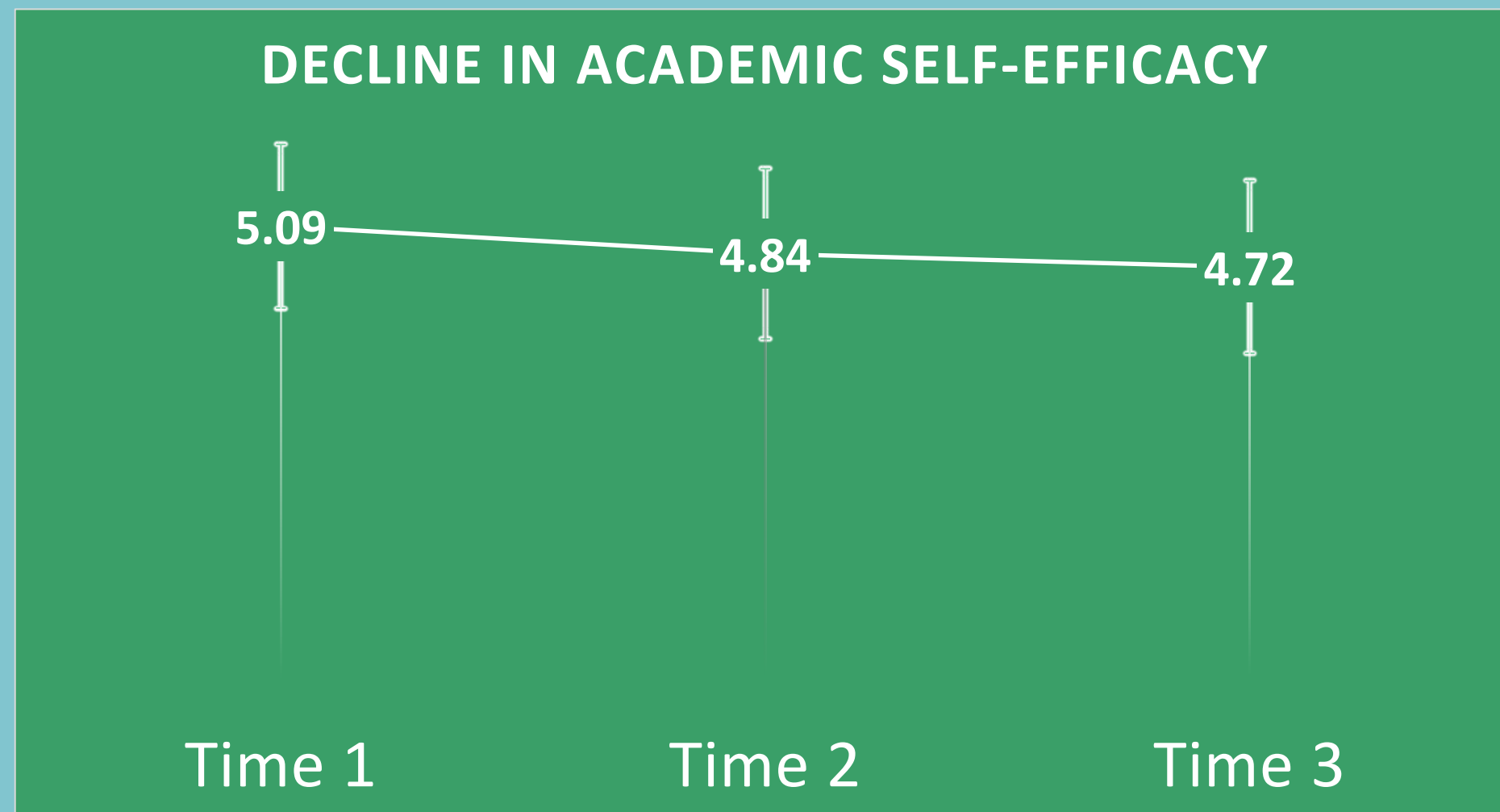
- Remote instruction
 - New forms of technology
 - Different modalities of learning
 - Modified forms of assessment
 - Suspension of “hands-on learning”

EFFECTS ON MOTIVATION

- Lowered Academic Self-Efficacy
 - Fewer Mastery Experiences Online
 - Limited Vicarious Experiences and Verbal Encouragements
- Increased Anxiety

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Hilpert et al. (2021)

226 undergraduates in 4 biology sections

EFFECTS ON MOTIVATION

- Mixed Findings on Student Autonomy
 - Autonomy Thwarted when Forced Online

“I have zero motivation for online classes, that’s why I don’t sign up for them. I don’t have the self-accountability to do my coursework.”

“the whole reason I went to college in person was to be motivated. Virtual learning is not beneficial to me.”

*Hensley et al. (2021)
328 undergraduates*

EFFECTS ON MOTIVATION

- Mixed Findings on Student Autonomy
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EFFECTS ON MOTIVATION

- Mixed Findings on Student Autonomy
 - Autonomy Thwarted when Forced Online
 - Instructors More Controlling when Experiencing Burnout
- Potential Opportunities for Students to make Instructional Choices



SOCIAL SHIFTS

- Loss of in-person relatedness
 - Reduced influence of socializing agents (instructors, peers)
 - Declines in mental health

Decreased belonging associated with lower academic motivation (controlling for positive beliefs for online learning).

Marler et al. (2021)
238 undergraduates

EFFECTS ON MOTIVATION

- Mixed Findings
 - Lower Autonomous Motivation

EFFECTS ON MOTIVATION

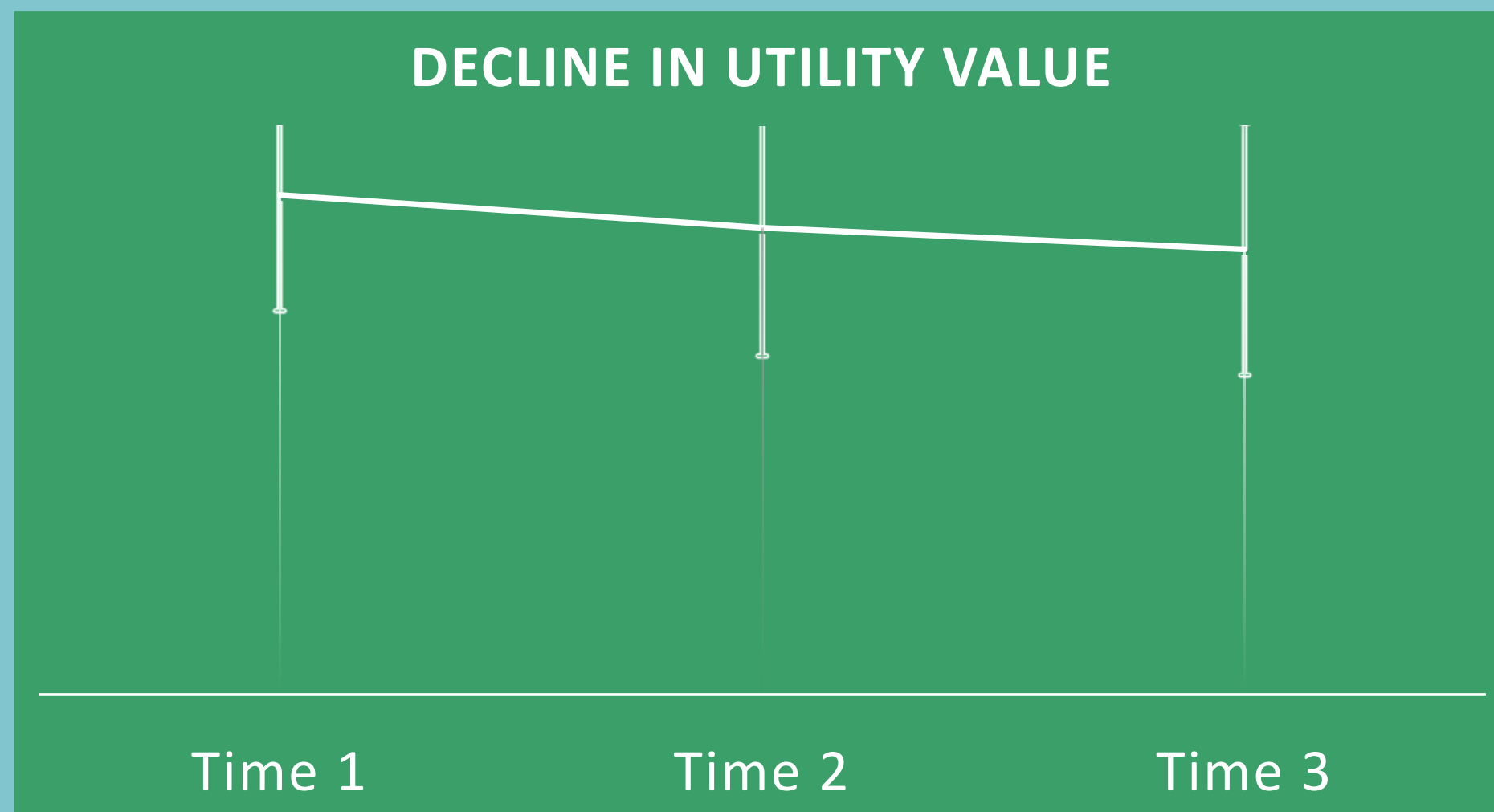
- Mixed Findings
 - Lower Autonomous Motivation
 - Declines in Mental Health linked with Lower Motivation
- Relatedness-Supportive Virtual Interactions associated with Pleasant Emotions



FUTURE-ORIENTED SHIFTS

- Bleak economic outlook
- Heroism in healthcare/medical fields
- Academic boredom and disengagement

EFFECTS ON MOTIVATION



Hilpert et al. (2021)
226 undergraduates in 4 biology sections

- Decline in Task Values (Utility Value) and Mastery Goals
- Increased Perceptions of Cost

“I think [COVID] has positively impacted my decision to continue with my STEM degree so that one day I can become a medical professional. It has motivated me and pushed me into being a stronger person”

Lawson & Fong (2022)

152 Latina/o/x undergraduates

EFFECTS ON MOTIVATION

- Decline in Task Values (Utility Value) and Mastery Goals
- Increased Perceptions of Cost
- Renewed Interest in STEM-Medicine



RACIAL/ SOCIOCULTURAL SHIFTS

- Growing racial disparities in healthcare
- Highly visible tragedies linked with police brutality and racial violence
- Heightened prejudice/violence against APIDA individuals

“The fact that I get to achieve my dreams of becoming a doctor and helping to end disparities within the health care system is what motivates me every day to try my hardest in this course.”

*Cromley & Kunze (2021)
182 undergraduates*

EFFECTS ON MOTIVATION

- Increased Prosocial Motivation Aligned with Community-Oriented Values



EFFECTS ON MOTIVATION

- Increased Prosocial Motivation Aligned with Community-Oriented Values
- Experiencing Oppression / Structural Disadvantaging Decreases Motivation
- Opportunities for Motivational Resilience

WHAT NOW?



Present:
Changing Context(s)

Instructional

Future-Oriented



CHOICES



RATIONALES

Autonomy/
Agency

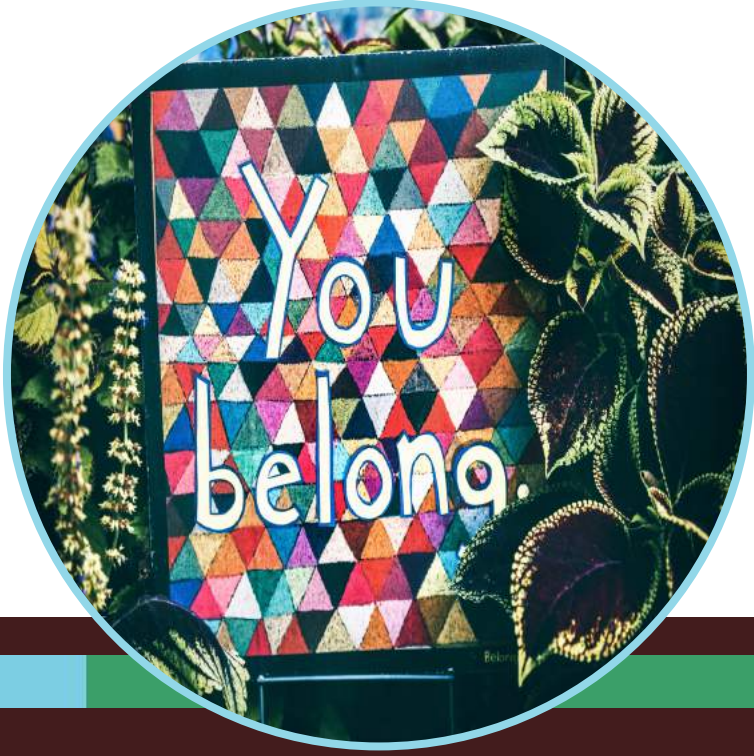
Asset-Based
Competences

Personal/Collective
Task Values

Sense of
Belonging




FEEDBACK



Social

Sociocultural/Racial

A photograph of a person with a backpack walking away on a paved path through a dense forest of tall redwood trees. The path is bordered by a wooden fence. Sunlight filters through the trees, creating a dappled light effect.

Providing choices improved individuals' performance ($d = .36$), effort ($d = .28$), and intrinsic motivation ($d = .36$).

Patall et al. (2008)
Meta-Analysis of 41 Experiments

MEANINGFUL CHOICES

Granting students' autonomy

- Provide meaningful educational choices for students
- Promote student ownership and agency to engage actively in the learning process
- Encourage self-directed exploration


Positive feedback was more effective for increasing motivation and competence than negative feedback, but instructional negative feedback can buffer against harmful effects of criticism.

Fong et al. (2019)
Meta-Analysis of 78 Experiments

CONSTRUCTIVE FEEDBACK

Highlighting strengths and directions to improve

- **Provide informational praise**
- **Give concrete and specific directions to improve**
- **Emphasize high standards and belief that students are capable to meet those standards**



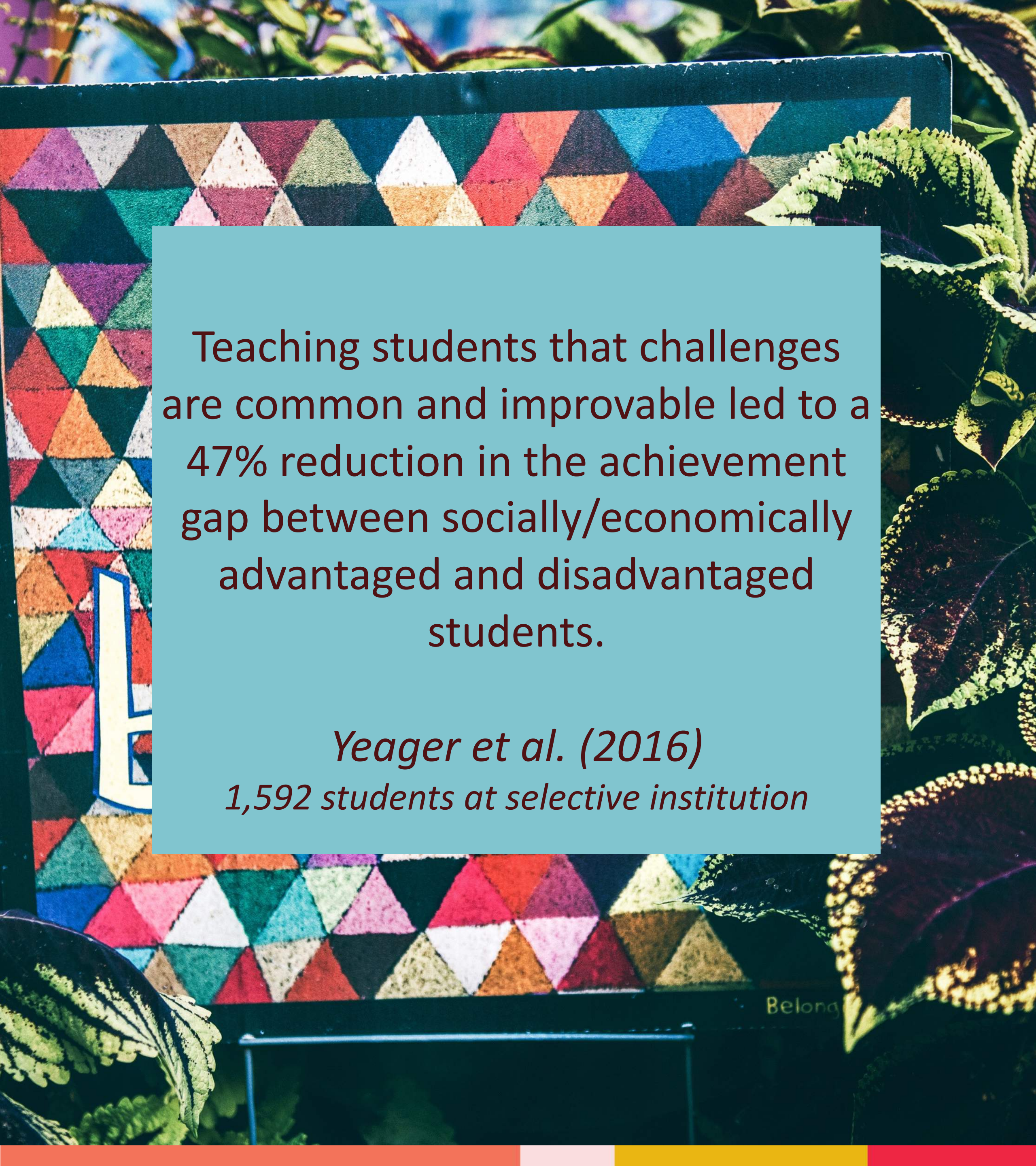
Rationales improved individuals' performance ($d = .16$), engagement ($d = .20$), and task value ($d = .33$).

Steingut et al. (2017)
Meta-Analysis of 23 Experiments

RATIONALE PROVISION

Giving compelling reasons for learning

- Explain why material is useful for students' future goals
- Discuss the value of engaging in a task
- Integrate prosocial/communal goals



Teaching students that challenges are common and improvable led to a 47% reduction in the achievement gap between socially/economically advantaged and disadvantaged students.

Yeager et al. (2016)
1,592 students at selective institution

SOCIAL BELONGING

Mitigating feelings of belonging uncertainty

- **Emphasize that challenges are common and improvable**
- **Discuss how struggles do not portend a lack of belonging**
- **Share how belonging is hard but improves over time**



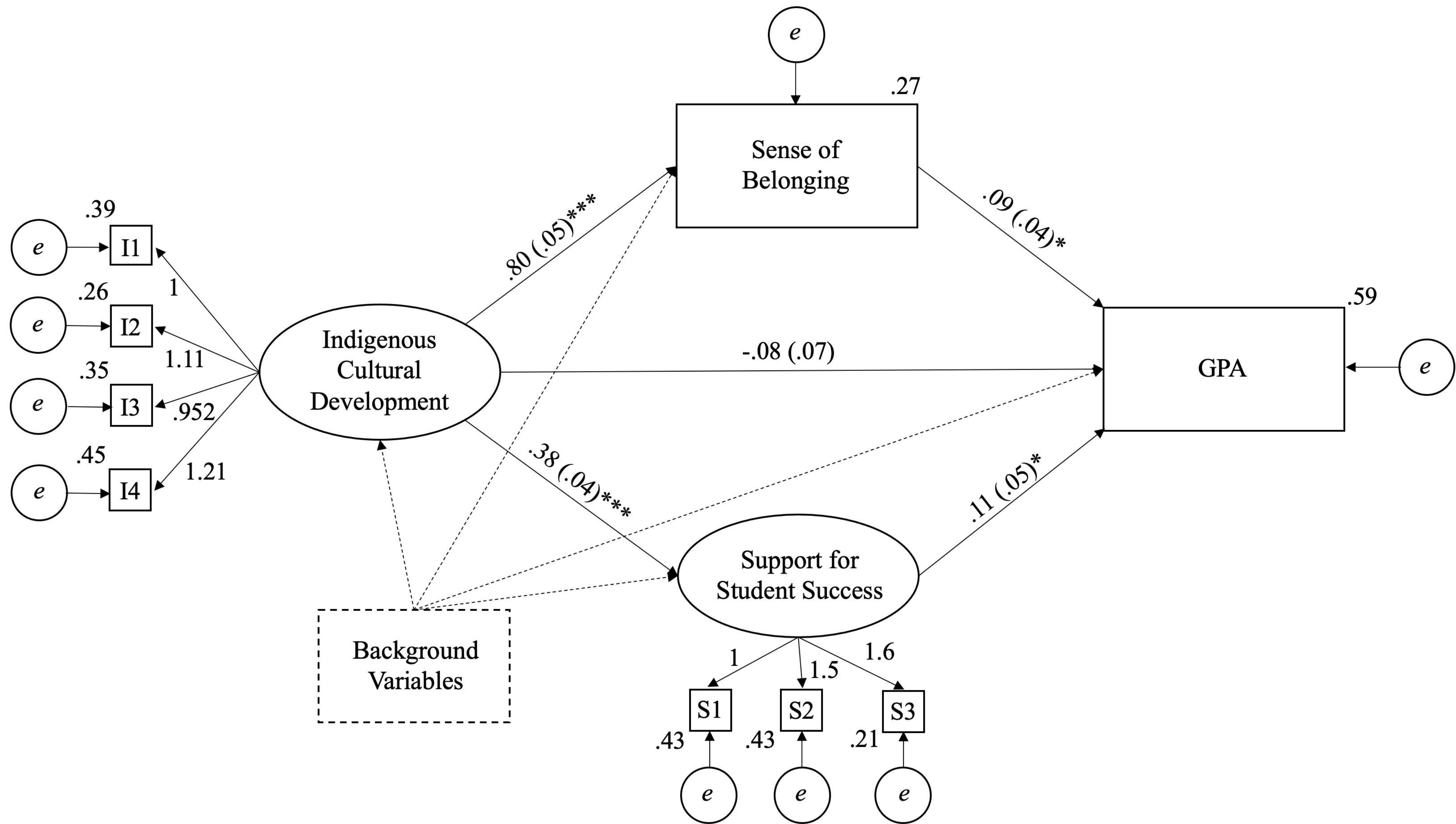
HELP-SEEKING

- Environments characterized by belonging and motivational support foster help-seeking
- All help-seeking is not created equal
- Meta-analysis of over 100 studies on collegiate academic help-seeking distinguishes among 3 types:
 - Avoidant ($r = -.18$)
 - Expedient ($r = -.10$)
 - Instrumental ($r = .11$)



CULTURAL VALIDATION

- Looking to Minority-Serving Institutions as exemplars
- A study on 1,393 self-identifying Indigenous students across 22 Tribal community college students
- The institutional role of Indigenous cultural development



QUESTIONS & CONTACT ME



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