

# Understanding and Increasing Student Motivation Part II: Out of Class Interactions

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# Working Definition of Motivation

- A student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process ( [Bomia et al., 1997](#), p. 1).
- Motivation is multidimensional and dynamic, not unitary and dichotomous
- Useful to conceptualize it as consisting of
  - Importance
  - Confidence

# Components of Motivation

- Importance
  - How important is doing well?
  - How important is doing the work?
  - How important is the class?
- Confidence
  - Self-efficacy for material
  - Self-efficacy for evaluation procedures

# Influential Factors

- Student Factors
  - Interest
  - Perceived usefulness
  - General level of achievement motivation
  - Self-efficacy and Self-confidence
  - Persistence
- Instructor Factors
  - The same

## Out of Class Interactions

- Students do not come to your office for you to talk to them. They show up because they want you to **listen**
- Ten minutes of active listening gets you more than 30 minutes of preaching or lecturing
- The goal is for the student to articulate the reasons to succeed and for you to tie in their reasons to the behaviors you desire
  - It's your agenda through their eyes

# Roadblocks to Listening

- 1. Ordering, commanding, directing.
- 2. Warning, threatening.
- 3. Moralizing, preaching, giving "shoulds" and "oughts".
- 4. Advising, offering solutions or suggestions.
- 5. Teaching, lecturing, giving logical arguments.
- 6. Judging, criticizing, disagreeing, blaming.
- 7. Name-calling, stereotyping, labeling.
- 8. Interpreting, analyzing, diagnosing.
- 9. Praising, agreeing, giving positive evaluations.
- 10. Reassuring, sympathizing, consoling, supporting.
- 11. Questioning, probing, interrogating, cross-examining.
- 12. Withdrawing, distracting, being sarcastic, humoring, diverting.

# Active Listening

- As the listener, you are a mirror; a mirror with a twist.
- Use reflection and open-ended questions to understand what motivates and reinforces the student.
- Resistance is side-stepped not confronted
- Summarize what you hear
- Tie the goals of the class with the students motivators and reinforcers

# Reflection

- The words
  - Helps them feel like you are listening
- The meaning
  - Helps clarify how they see the issue
- The emotion
  - Helps clarify how they feel about the issue
    - Anxiety
    - Boredom

# Active Listening Flowchart

- Start with open questions
- Listen and reflect
  - Use the above two strategies to assess “hooks”
- Summarize what you hear or what you want them to hear again
- Ask key/evocative questions
- Assess importance and confidence
- Formulate
- Set a plan
- Meet again to evaluate

# Assessing Hooks

- What do you do for work?
- What are your hobbies?
- What things do you do well?
- What classes do you like the most?
- What classes do you do well in?

# Evocative Questions

- What do you need to do?
- What do you think needs to change?
- What do you think will help?
- What will happen if you don't do well in this class?
- What concerns you about this class (requirements)?

# Assessing Importance & Confidence

- Can be done for different dimensions
  - 1-10 scale of Importance
  - 1-10 scale confidence
- Ask for both Importance and Confidence
  - Why a X and not a Y?
  - What can you do to increase X to Y?
  - What can I do to increase X to Y?
  - What barriers are in your way?

## Take Home Message

- Out of class interactions are a time for listening
- The goal is to hear enough to find out the student's hooks for the class as well as where the "motivational" issue is.
- Use active listening and avoid roadblocks
- Use importance and confidence to figure out strategies to help with motivation