

Student motivation activity for faculty VCP participants

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1. Have participants read Idea Paper #41 by M.D. Svinicki in advance.
2. Review and discuss the four basic goal orientations of students toward their studies:
 - a. good grade goal
 - b. subject matter mastery goal
 - c. performance approach (looking good) or performance avoidance approach (not looking bad) goal
 - d. work avoidance goal
3. Ask participants to take an introspective look on themselves: Which of these goal orientations motivated them when they were students? As students, the faculty participants were likely different than most students in their classes in their learning goals. Assuming that most will say *subject matter mastery* (they are faculty members, after all...), ask them to explain why they feel they were so motivated.
4. Review and discuss the following ways to reduce the cost of failure in the classroom:
 - a. instructor's non-negative reaction to student failure
 - b. consequences of making mistakes (creation of opportunities to learn following a mistake)
 - c. instructor's non-negative reaction to his/her own mistakes in class
 - d. providing credit to students for making progress rather than in reaching preset goals
 - e. building of a learning community where everyone is expected to make progress
5. Have breakout groups provide examples of each of the items in 4. above that they have seen or done in the classroom.
6. Have breakout groups outline several classroom activities in which students would benefit from receiving credit for progress rather than for reaching a preset goal (item 4d above).