

The changing face of learner motivation in online learning environments

Maggie Hartnett
Doctoral Student
Massey University

Presentation Outline

- Motivation –what is it?
- Why is it important?
- Motivation of online learners-an assumption
- Challenging the assumption
- Diversity
- Contemporary views of motivation
- Constructivist theory
- Current research

•Motivation – what is it?

- Why is it important?
- Motivation of online learners
- Challenging the assumption
- Diversity
- Contemporary motivation theory
- Constructivist theory
- Current research

The process whereby goal-directed activity is instigated and sustained.

Schunk, Pintrich, and Meece (2008, p.4)

•Why is it important?

- Motivation of online learners
- Challenging the assumption
- Diversity
- Contemporary motivation theory
- Constructivist theory
- Current research

- Motivation can influence what we learn, how we learn it and when we choose to learn
- Important factor in predicting learning success
- Timely given the rapid rise and increasing reliance on technology

•Motivation of online learners

- Challenging the assumption
- Diversity
- Contemporary motivation theory
- Constructivist theory
- Current research

Technologies currently in use “assume a homogeneous form of motivation that applies to any students, anywhere, anytime”.

Lee (2003, p.42)

•Challenging the assumption

- Diversity
- Contemporary motivation theory
- Constructivist theory
- Current research

Is homogeneous motivation a valid assumption?

- Increasingly diverse learner population
- Contemporary motivation theory
- Constructivist/ social constructivist theory

-Motivation – what is it?
 -Why is it important?
 -Motivation of online learners
 -Challenging the assumption
 -Diversity
 -Contemporary motivation theory
 -Constructivist theory
 -Current research

Potentially limitless types diversity among online learners including:

- Demographics (e.g. age, race, ethnicity, gender)
- Capability (e.g. knowledge, skills, abilities)
- Values (e.g. cultural values, beliefs, attitudes)
- Personality (e.g. cognitive & behavioural style)

-Motivation – what is it?
 -Why is it important?
 -Motivation of online learners
 -Challenging the assumption
 -Diversity
Contemporary motivation theory
 -Constructivist theory
 -Current research

Motivation theory

Expectancy
Can I do it?

Self-efficacy	Causal Attributions
• Actual experiences	• Environmental
• Model observation	• Personal
• Verbal persuasion	• Dimensions
• Physiological symptoms	-internal/external
	-stable/unstable
	-controllable/uncontrollable

Value
Why do I want to?

Goal orientation	Intrinsic-extrinsic	Value	Interest
• Learning orientation	• SDT continuum	• Usefulness	• Individual
• Performance orientation (approach/avoid)	Psychological needs: - Competence	• Attainment value	• Situational
	- Autonomy	• Intrinsic value	
	- Relatedness		

-Motivation – what is it?
 -Why is it important?
 -Motivation of online learners
 -Challenging the assumption
 -Diversity
 -Contemporary motivation theory
Constructivist theory
 -Current research

- Active process
- Knowledge construction/co-construction
- Participation in shared activities
- Online learning communities
- Contextual nature of learning
- Reciprocal relationship between learning & motivation

-Motivation – what is it?
 -Why is it important?
 -Motivation of online learners
 -Challenging the assumption
 -Diversity
 -Contemporary motivation theory
 -Constructivist theory
Current research

1. What is the nature of motivation to learn of pre-service teachers in online distance learning environments?
2. How does the motivation to learn of pre-service teachers relate to their participation in online distance learning environments?
3. In what ways do social and contextual factors relate to pre-service teachers' motivation to learn in online distance learning environments?

Thank you

Maggie Hartnett
 Doctoral Student
 Massey University
 School of Curriculum & Pedagogy
 646 356 9099 x8626
m.hartnett@massey.ac.nz

References

Lee, C., D. (2003). Toward a framework for culturally responsive design in multimedia computer environments: Cultural modeling as a case. *Mind, Culture, and Activity*, 10(1), 42-61.
 McCombs, B. L., & Vakili, D. (2005). A learner-centered framework for e-learning. *Teachers College Record*, 107(8), 1582-1600.
 Schunk, D. H., Pintrich, P. R., & Meece, J., L. (2008). *Motivation in education* (Third ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.