




A Review Of:

*Motivation In
Education at a Time of
Global Change*
*Theory, Research, and Implications for
Practice*

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Current Motivational Theories at a Time of Global Change and Uncertainty

COMPLEX GLOBAL ENVIRONMENT

- “Liquid Modernity” term used to describe the constant state of change and evolution of life in the global society.
- Economic recession
- Political volatility
- Worldwide Pandemic
- International Migrations
- Rapid Scientific and Technological Growth

CURRENT MOTIVATIONAL THEORIES

- Expectancy-Value Theory (EVT)
- Self-Determination Theory
- Dynamic Systems Model of Role Identity (DSMRI)
- Attainment Value
- Utility Value
- Conceptual Value

Implication for Research

MODELING SOCIOCULTURAL INTERACTIONS WITH RELEVANCE APPRAISAL PROCESS AND RELEVANCE FOR UNDERSTANDING

- Student are more motivated by connecting what they learn in school to intrinsic than extrinsic goals.
- Relevance to personal interest and task value beliefs than career relevance.
- Having student think creatively about the possible connections between lessons and the “real world”
- Societal changes can influence what students feel as relevant and should be considered when determining what is educationally relevant

NEED-BASED PERSPECTIVE ON (DE)MOTIVATING TEACHING GROUNDED IN SELF-DETERMINATION THEORY

- Teaching motivational style
- In a circumplex model (or teaching wheel)
- Attuning approach
- Guiding teachers



UNDERSTANDING LONG- TERM INTERVENTION EFFECTS ON MOTIVATION INTERVENTIONS IN A CHANGING WORLD

- Value Affirmation (VA) intervention
- Utility Value (UV) intervention
- When students make it a habit to reflect on the value placed on their education their able to maintain interest in the new course material which occurs through multiple processes over time.

Social Belonging

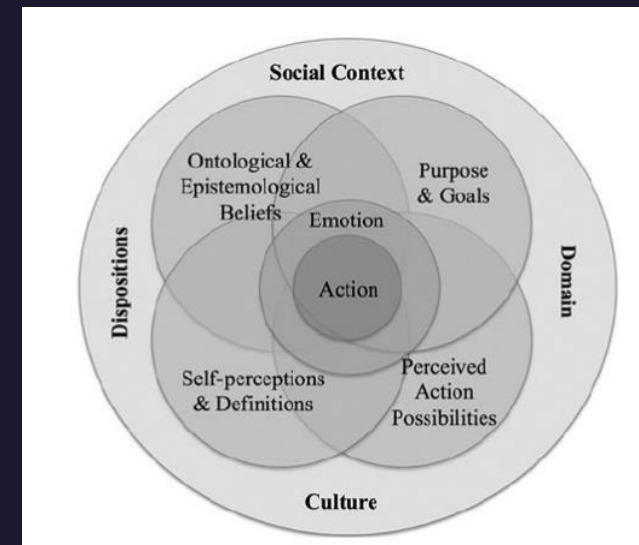
SOCIAL BELONGING

- Students who are underrepresented feel worries out fitting in.
- Social belonging intervention, where colleges told students all sometimes feel left out, and it is not only about race. (Interventions can affect outcomes for years to come, can also decay when faced with outside variables)
- When students feel underrepresented in a university, they more than likely take less chance

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COMPLEX DYNAMIC SYSTEM APPROACH

- 4 categories of motivational theory
 - Interdependence irreducibility
 - Dynamism, emergence, self-organization
 - System's attractor states
 - System structure



Contextual Elements that Impact Motivation

ROLE OF PARENTS

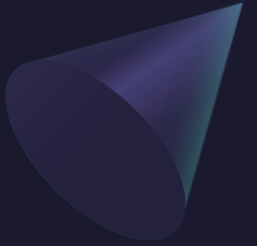
- Parental beliefs and attitudes toward education and of their child's capabilities and competencies impact student interest and engagement in education.
- Two-way communication, trust, respect, and shared values about the child between parent and teacher have beneficial outcomes on student achievement and motivation
- Impact of global change: Social media and diverse cultural and socioeconomic status create challenges for encouraging and establishing student motivation

IMPACT OF IMMIGRATION

- Motivation is impacted by teacher bias, student stress and anxiety, negative stereotypes and student sense of belonging
- Immigrant students may be more affected by motivation constructs such as self-perception, goals, and mindset.
- Stress has been shown to undermine academic performance. Students who immigrated have often experienced: Stress prior to and during immigration and stress with acculturation and adaptation to new community.
- Students with a positive ethnic identity have a better school attitude
- Motivation can be increased through Personal investment Framework by helping student believe that education and career success are viable options for them



Supporting Motivation in Collaborative Learning



POSITIVE DISCIPLINARY

ENGAGEMENT (PDE)

- Review of 3 case studies for educational activities fitting the principles of PDE criteria of:
 - Problematizing content
 - Granting student authority to solve problem
 - Providing resources
 - Holding students accountable
- PDE is perceived as a condition for sustained disciplinary and interdisciplinary interest and motivation

CASE STUDY HIGHLIGHTS

- Adoption of sociocultural perspective in learning design
- Designed "material tools" to promote disciplinary studies
- Maintained learner autonomy by not over-prescribing tool usage
- Quality scaffolds, proper tools/teaching interventions created quality learning outcomes in collaborative activities

School Alienation, Motivation, and Behavior



DOMAINS OF SCHOOL ALIENATION (SAL)

- Alienation from learning
- Alienation from teachers
- Alienation from classmates

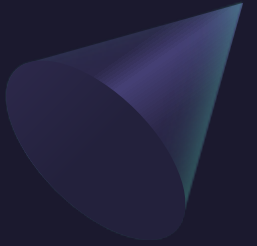
ONE YEAR STUDY

- One year study (7-8th graders)
- Research questions asked:
 - How SAL domains effect student performance over the year?
 - Does increased SAL in 7th grade predict poor 8th grade performance?

KEY FINDINGS/ADVICE

- Alienation compounds over time
- Leads to disruptive behaviors
- Alienation from classmates not as prevalent in students experiencing SAL in other domains
- Develop good student-student and student-teacher relationships; combat SAL

Motivation and Role of a Migration Background



MULTI-YEAR INTERVENTION

- 7/8th grade low-performing math students, many with a migration background
- Student grouping in study
 - Combined group
 - Student-only group
 - Control group

RESEARCH QUESTIONS

- Will intervention increase self-determined motivation and self-concept in mathematics among at risk group?
- Does migration background effect intervention's success?
- Does migration background have impact on motivation and self-concept?

KEY FINDINGS

- Intervention did not greatly impact self-determination or self-concept in math
- "Nonsignificant effect" of intervention between non-migrant and migrant students
- Migrant background students had higher levels of all motivation types (intrinsic, extrinsic)

Connection To Practice

Evaluation how the text applies to personal experience in educational practice



Erin Grabowski

I connected to each of the theories that were highlighted in this text. As a former classroom teacher, I witnessed how learner motivation was deeply influenced by a myriad of factors. Each learner's background, support systems and personal beliefs were integral to the learning motivation and experience.



John Maddy

"Through collaborative competence-building experiences, supported by peers and teachers, my passion for learning developed, making me feel both fulfilled as an individual learner and connected within a community of knowledge seekers. My personal experiences echo the research findings our team has analyzed."



Tatianna Rivers

This research applies to my four years of personal experience in educational practice by homing in on my own drive towards motivation within the students I have encountered both as a long-term substitute and now as a general education teacher. Working with older student's I can attest to them constantly voicing their need for connecting what they're learning to the "real world" with such question like "would I even use this when I am an adult"? I would agree with this research pertaining to guiding our student in learning value in course content and making it relevant relating to global current events and their personal experiences.



Grace Robinson

"Through information gained in the text, I have related motivation to my own personal experiences. Motivation is more than just wanting to complete an assignment or learn something new, and I have seen/experienced this firsthand. Motivation comes from the setup of the content, personal experiences, personal beliefs, etc. If I have a connection or know exactly what I would do with knowledge gained, I will be more motivated. I see this in the students I work with daily."



Mary Rosseau

"The information covered in this text deeply resonated with my personal experiences in the classroom. Student motivation is greatly impacted by the whole family's attitude and experience with education. I also resonate deeply with the use of PDE and problem-based learning as engaging tools to help students not only engage with content but to motivate students to use their education to solve problems."

Relevancy

- This text was an excellent review of factors that impact motivation in education.
- The holistic review of the literature and research included relevant theories, context, and practical implications to improve motivation



Relevancy

- Knowing what triggers motivation and the parts of motivation can help build success in knowledge building and learning.
- Feeling secure and included in one's identity can help build motivation to learn.
- This research emphasized the importance of educationally relevant content in connections to students' motivation to learn.



Recommendations

- The information included in this text highlights important topics about motivation that need further investigation and research.
- Many studies were cited in this text, but the parameters of how those studies were conducted and the validity of the research included should be further investigated to determine relevancy to practice.
- Contextual factors of the research cited may not be applicable to all education settings.



Recommendations

- This research displayed different approaches that could be taken to help motivate our student intrinsically such as the circumplex approach, teachers' motivating styles, as well as capturing a basic attitude.



Thank You

We hope you enjoyed our presentation about motivational theories, research and implications for practice in a time of global change.



Text Reference

- Gonida, E. N., & De Lemos, M. S. (2019). Motivation in Education at a Time of Global Change: theory, research, and Implications for practice. In *Advances in motivation and achievement* (pp. 1–12). <https://doi.org/10.1108/s0749-742320190000020001>

