Park University

InSight

A Collection of Faculty Scholarship

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

VOLUME 2: STUDENT MOTIVATION

A Journal of the
Center for Excellence in Teaching and Learning

PARK UNIVERSITY
CETL
CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

PARK UNIVERSITY

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InSight: A Collection of Faculty Scholarship is published yearly as a free, refereed resource highlighting scholarly contributions to advance the practice and profession of teaching. Print journals are available to all Park University faculty; online versions are available at www.park.edu/cetl/Insight.

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"The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates. The great teacher inspires."
~William Arthur Ward

EDITORS' INTRODUCTION

In 2005, Park University created the Center for Excellence in Teaching and Learning (CETL) to support its goals for academic excellence. A faculty-driven resource, CETL provides University-wide resources to faculty and creates opportunities for reflection, dialogue and exchange of best practices. The mission of CETL is to promote the practice and profession of teaching at Park University. As a faculty resource, CETL works collaboratively across the University community to:

- Connect faculty with resources to enhance academic excellence.
- Promote a culture of reflective teaching practice to stimulate instructional innovation.
- Create opportunities for cross-disciplinary faculty collaboration and exchange.
- Recognize and reward faculty contributions to the scholarship of teaching and learning.

InSight: A Collection of Faculty Scholarship is a refereed journal published annually by CETL. The editorial staff invites submissions of research and scholarship that support faculty in improving their teaching practices. Unique from many discipline-based and teaching-oriented journals, *InSight* focuses each edition on a specific topic or theme, selected by Park University faculty, relevant to current trends in higher education. For the second volume, student motivation was selected as a teaching and learning topic of interest to Park University faculty.

In this volume…

The articles in this volume each make a significant contribution to our understanding of the role of student motivation in the learning process. From the inspirational overview provided in the introductory editorial to the classroom investigations and innovations reflected in the faculty articles, the pieces in this volume inspire, spark debate, and advance our views of student motivation. Unique to this volume of *InSight*, and appropriate given its theme this year, we are pleased to include two student editorials that let us glimpse a view of motivation through the eyes of the learner.

We wish to sincerely thank the authors who contributed to this, the second volume, of *InSight: A Collection of Faculty Scholarship*. The articles in this volume represent the commitment to quality and innovation that characterizes faculty at Park University, and we look forward to continued—and expanded—conversations in future volumes of this journal.

Future directions…

We are pleased to announce that following two highly successful years as an internal publication, the 2008 volume of *InSight* will be an expanded endeavor. The next volume of *InSight* will highlight the work of postsecondary faculty at colleges and universities across the United States. While *InSight* will expand the scope of its author base, it will continue to be a refereed scholarly journal published annually by the Center for Excellence in Teaching and Learning (CETL) at Park University.

To designate it as an expanded publication, *InSight: A Collection of Faculty Scholarship* will be changing its name to *InSight: A Journal of Scholarly Teaching*. *InSight* will continue to feature theoretical and empirically-based research articles, critical reflection pieces, case studies and classroom innovations relevant to teaching, learning and assessment.

--B. Jean Mandernach, Emily Donnelli, and Amber Dailey

"A master can tell you what he expects of you.
A teacher, though, awakens your own expectations."
~Patricia Neal

Lessons in Student Motivation

Errol Craig Sull, MA
Dell College Teacher of Excellence, 2005
Columnist, *USA Today*

The tools students have at their ready to do well are really amazing: engaging, thorough, and colorful textbooks; the Internet, of course; faculty who know how to teach and offer a plethora of information; and seemingly endless possibilities for optimal learning environments. Yet with all these improved "mousetraps" there is one factor that, if missing, will keep each of these silent – and the student will learn little or naught: motivation. Indeed, if the student is not motivated to learn, and his or her motivation is not kept up throughout a course, there is little the student will take away from the course.

This – this motivation thing -- is something that we, as teachers, not only must try to maintain but have the power to create and build on.

This – this motivation thing -- is something that we, as teachers, not only must try to maintain but have the power to create and build on.

What you are about to read is a collection of essays by varied faculty at Park University who offer solid, insightful, and tested approaches to developing and maintaining student motivation in the classroom. In many respects these can be seen as one of those "secrets" to teaching that all who enter the profession seek. But rather than secrets they are approaches to finding what works when it comes to student motivation that have been honed, sanded, and polished from many years of experience – and presented to you in a high gloss finish. Read them, absorb them, implement them: your classes, you, and your students will only benefit from them.

The lessons in effecting good student motivation from each faculty member in this journal did not come overnight, of course; many courses and years of teaching have allowed for "what really works" in his or her classes within that important realm of student motivation. The result: each has classes that run much smoother, have students who learn easier, and have involvement from their class members that is more enthusiastic throughout the length of each class. How wonderful to have so many offering so much on this one subject of motivation – your "job" as the classroom mentor will be the easier for their efforts.

As you teach this or that course, it is imperative that you continue what these faculty are presenting: approaches, angles, tips, and "wows!" of creating and maintaining motivation in the classroom. Teaching is a profession that demands it morph with new technology, ever-changing student demographics and profiles, and the fluid nature of course structure; "how to" create and maintain motivation in the classroom is no different. As you come across something you believe is a bit different and works in this area, jot it down: for what you read in this collection will always remain as time-tested and solid approaches to "the motivation problem," but they can always use "buddies" to bolster motivation. No matter what form your contribution to this important issue of student motivation takes – comment to a colleague, departmental email, or a more formal presentation – be sure to share it. Doing so will only strengthen us as teachers – and only improve the student learning process.

Could we ask for any better outcome? No – for being a teacher we are inherently motivated to give our students the best possible in each class they take from us. And when we can do that just a tad better, well, how nice for all!

Sull has taught online courses for more than 10 years. Currently an online composition instructor with Excelsior College, he has developed online teaching activities that are in use at more than 200 colleges and universities throughout the United States and Canada. A 2005 recipient of the Dell "Teacher of Excellence" award, Errol is a nationally recognized authority on developing and maintaining motivation with online students. The author of four books, including one on teaching writing to online students, he is currently finishing two more:" Pebbles: A Most Unusual Approach to Achieving Very Effective Writing" and "Shut Up & Stop Being a Crybaby: How to Take Responsibility in An Increasingly Irresponsible World." He is a frequent speaker on motivation and has taught at the college level for 20 years. Additionally, he is a columnist for the online newsletter" Online Cl@ssroom," has authored several articles on online teaching, conducts workshops on teaching online courses, and has either received or been nominated for various awards based on his teaching, both online and traditional classroom. Previously, Errol was cultural editor for Southern Living magazine and assistant editor of The National Enquirer. He earned a bachelor's degree in English from the State University of New York at Buffalo and a master's in English from Niagara University.

Fides et Labor: A Student's View of the Motivation to Learn and Live

Ben Gardner, BA
Park University

In exploring the fundamental principles that have guided and sustained my own motivation as a Park student, I find that there are two—often "ivory-tower"—perspectives on the issue of motivation.

One perspective calls for highly motivated individuals who are committed to obtaining their education. Whether enrolled at Princeton, Park, or Podunk U., these individuals will make the best of what educational opportunities they are given. Teachers thus occupy a hugely stereotypical role in education, mainly as dispensers of facts. The other perspective places the responsibility for motivation squarely on the shoulders of the teacher. Teachers, then, are expected to create each and every condition necessary for learning, to the extent of directing and shaping students' minds, as if students cannot have an independent existence. The failure or success of instructors in this endeavor is generally measured by student performance on standardized tests.

Somewhere between these two perspectives there exists the reality, evidenced throughout my student experience, that even the most determined student will not be unaffected by a teacher's apathy. By the same token, time and again I have seen a teacher's irresistible motivation bring the most uncaring of students to learn—often against these students' own prejudices. Motivation, in these instances, is a powerful, symbiotic force.

By the same token, time and again I have seen a teacher's irresistible motivation bring the most uncaring of students to learn—often against these students' own prejudices.

Given the positive influence of motivation, the single greatest tragedy of my time at college, in my perception, has been that, inevitably, there will be a number of teachers, and a much larger body of students, who remain perpetually, even militantly, unmotivated, forever expecting the passion for learning and growth to be brought to the classroom by the other party.

As I look back on my years at Park, there have been a number of things that have served to motivate me. I would like to share them with you, as different aspects of student motivation.

First, the **expectation of one's personal best** is a powerful motivator. Beginning in my freshman year with such masterful teachers as Dr. Andrew Johnson, Dr. Andrew Klein, and Dr. Jeff Glauner, and stretching through to this senior year with Dr. Lolly Ockerstrom, I have been appreciative when my classroom work and assignments have often been handed back to me with a grade that expressed disapproval, yet with the comment that "I've seen what you can do, and this falls short of that potential." Such honest assessment has driven me to reach higher and try harder, both in discovering my capabilities, and in perfecting my grasp of those matters to which I had applied myself. In those inevitable moments of self-doubt and discouragement that come as a result of fatigue, stress, and conflict, such expectations and the high praise they carry, serve as strong bulwarks against the poisons of depression and defeatism.

Second, **preparation** on the teacher's part is an effective motivational tool for encouraging learning. As much of a drudgery as the task may be, I would encourage instructors never to underestimate the power of pre-class preparation Nobody doubts the expertise of Park's faculty; but authority alone, in the various academic fields represented at Park, is in my perspective hardly a guarantee of effective, educational leadership. One of the first skills that I developed here at Park

was the ability to perceive which of my teachers had spent time beforehand plotting a course for the class and developing strategies and rubrics for learning, and which of them tended to stop by their offices ten minutes before class to print off a handful of diagrams and grab the textbook from the shelf. The constant atmosphere of objective, substantive learning in Dr. Dennis Okerstrom's classes, and the lively give-and-take in Dr. Carolyn Anderson's algebra classes, well demonstrate the motivation that prepared leadership fosters.

Thirdly, a source of motivation for me has consistently been the **personal accessibility and sincerity** of my teachers. Whether it be Dr. Don Williams discussing poetry after a chance meeting outside McKay Hall, Dr. Tim Gabor reviewing deer season with me in the school cafeteria, or Prof. Cynthia Williams hosting an ice-cream social at home, the teachers who have motivated me the most have consistently carried their love of teaching into circles far beyond the limited scope of our classroom interaction. Their respect for me, and their insistence that I apply myself to the full, are not limited to the classroom, but involve my whole person in just about every aspect of my life. In taking up the theme of personal development outside of the classroom, in doing their best to foster learning outside of their salaried functions, these instructors have encouraged me to learn and develop in the world at large. I am and will forever be grateful for those teachers who have contributed to my education at all levels. For this, I am all the richer for.

Fourthly, an important feature of student motivation is the subject matter's **relevance to the real world**. Given that by its very nature, teaching is often hands-off and hypothetical, it is only a small step from listening to such abstract matters being discussed by the instructor, to learning these, taking an equally distant, and increasingly uninterested perspective.

Dr. Steve Atkinson's stories from his own professional career, woven throughout his class presentations; Prof. Machrina Blasdell's constant touchstones from her own ministries and experiences; and Dr. Doug Burn's anecdotes from his time in a research lab, all contribute to a perspective of their teaching as useful, immediately applicable, and profoundly relevant to life and experience.

Anecdotes and storytelling not only cast the learning experience in a much more realistic light, but they also serve to enhance a student's realization that, no matter what our position in life, we are all human. Many of the more ivory-tower concepts inherent to the various disciplines, so well represented at Park, tend to focus our attention on cold arguments and disembodied principles. Too often, we students have allowed ourselves to believe that academic success must come at the price of careful detachment from the real world. Those teachers who have shared their trials and triumphs with us daily, motivate us to embrace life— in our studies and elsewhere.

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These four aspects of motivation involving the expectations, pre-class preparation, and accessibility of my professors, and the relevance of their teaching, have served as powerful sources of encouragement and inspiration throughout my time here at Park. I am proud to say that Park's faculty represents the best of what multitudes of incoming freshmen will realize has been one of the more outstanding features of their education.

A fifth and final aspect of student motivation that I would like to share with you relates to our Park motto, *Fides et Labor*: faith and work.

This "faith", as George S. Park and his fellows envisioned it, carries decidedly religious and evangelistic overtones. As a conservative evangelical cut from a similar theological cloth, I can relate to the intrinsic motivation of honoring Christ. In His perfection lie the reason and foundational motivation for all that I do. Through my interaction with many of my teachers and classmates at Park, I have come to understand that faith is a powerful, motivating force in their lives as well.

Whether or not this more traditional interpretation of faith is accepted on all sides, I believe that there is unity in the understanding [that faith can also represent our hopes, aspirations, and motivations: our beliefs relating to the worthiness of what should be done, and how this plays into our hopes for a better future.

Yet merely hoping for, merely believing in, a better future is not enough. As the Apostle James would tell us," Faith without works is nothing." Thus the importance of labor; work is necessary for the ultimate realization of all to which we aspire and for which we hope.

Fides et Labor has been a powerful, motivating force in my own life. In coming to Park, I have been honored to take my place among the ranks of those students and faculty members who are daily committed to making this campus-this state, our nation, and this world—a better place.

It is grueling to labor alone, even at such worthy tasks. If isolated, even the noblest of hopes and expectations tend to wither and lose their vibrancy. Thus, one of the most powerful motivations that I have experienced here is the quiet courage and determination that each of my teachers have exemplified, in and outside the classroom, to make my life and the lives of so many others more fruitful. In the fraternity of this shared vision of hope for good, and the shared effort to diligently realize this hope, I have found the strength and motivation to persevere and achieve.

Thus, one of the most powerful motivations that I have experienced here is the quiet courage and determination that each of my teachers have exemplified, in and outside the classroom, to make my life and the lives of so many others more fruitful.

I am certain that of all that Park's faculty and staff have given me over these years of my college experience, their hopes and commitment to labor , will continue to motivate and inspire me in all that I do, and long after time has dulled the edges of the education I have received here at Park.

Gardner is a graduate of the English department at Park University. He was born in Brazil, South America, where his parents are Baptist missionaries. He spent 15 years in South and Central America, and has been living in Kansas City since 2001. Gardner intends to return to South America after graduate school to carry on his parents' ministries as they relate to church-planting, social work in orphanages and other contexts of social need.

A Student's View of Student Motivation

Cheryl Toby, BA
Park University

What motivates me as a student at Park University? As I have progressed in my education here, my answer to this question has changed, as my motivation has evolved from the extrinsic goal of earning grades into the intrinsic one of learning and growing as an individual and as a community member. Learning is a lifelong process I highly value, and will continue to be such beyond my graduation from Park. It is this intrinsic desire for learning that holds the strongest power of motivation for any student. Throughout my undergraduate experience, I have been taught by many outstanding faculty who have nurtured my love of learning. They have challenged me to stretch myself beyond my comfort zone and to do more than I thought I could do. A few, however, have been more of an obstacle to than a launching pad for my learning. What is the difference between these two groups of instructors? Highly effective and motivating instructors make connections between course content and students' experiences and real lives. They are passionate about their field, and they hold students to high standards as they challenge them to work hard and do their very best.

The effective, intrinsically motivating instructors I have had have fostered connections between course content and my own experiences and life. *Why is your course content relevant for students? Why should they learn it?* These are provocative questions any teacher should consider and be prepared to answer for students. Effective teachers go beyond simply answering these questions; they weave the connections throughout their instruction and assessments. We as human beings have innate curiosity about our world. The value of learning goes beyond reaching career goals. As children we eagerly explore and question everything around us. As we progress through our formal education, this curiosity is often crushed. We lose the joy and value of learning: We may begin to simply jump through the hoops placed before us to win the prize we are seeking—a grade or credit for a particular course. We may not recognize the personal value of some courses we are required to complete for our degrees. When instructors take time to reflect on the relevance and value of their course content and instruction, they create the opportunity to fan the flames of students' natural curiosity. Personal connections to content are powerful motivators for learning.

When instructors take time to reflect on the relevance and value of their course content and instruction, they create the opportunity to fan the flames of students' natural curiosity.

Passion for their field is another characteristic of highly effective, intrinsically motivating instructors. The teachers I have learned the most from have been excited about and committed to their discipline. Their enthusiasm carries through in their instruction and is contagious. Nothing is more damaging to motivation than an instructor who is bored with his or her own material. Every instructor has their own individual personality and teaching style, but can share in common a passion for their discipline and course content. *Why did you choose your field? What excites you about it? What fascinates you? What do you still want to learn about it?* These are questions I hope you as faculty never stop asking. The answers to these questions can fuel your passion and the enthusiasm you share with your students. If you are no longer passionate about your field, how can you expect your students to care about it? Your passion for your discipline is a strong motivator for your students.

Finally, the expectations you hold for students set the bar for what you will get from them. Do you have high expectations, or do you simply want to get them

through the semester? To feel competent, and to be challenged, are two highly motivating human needs for every individual. When instructors hold students to high standards, they challenge us to stretch ourselves and grow. The need for challenge, however, must be balanced with the need to feel competent. Students need instructional support to meet your high expectations. We must believe we can be successful. The most effective teachers I have had created positive, supportive learning environments. They had clearly defined criteria for success. They also provided ongoing, personal, and specific feedback on my performance and the areas I needed to continue to grow in. They communicated positive expectations for students' success, but they were unyielding on the quality of work they expected. Make our success meaningful. Hold us to high standards and support our efforts to reach beyond ourselves and to grow in our knowledge, understanding, and skills. You will then motivate us to work hard to meet your expectations.

As faculty at Park University, you touch the lives of your students. You contribute to who we will become and the impact we have on our community and the world. Each course we take changes us and our view of our education, the world around us, and our place in it. Each semester, you have the opportunity to launch your students on a journey of learning. Make connections between your course content and your students' lives. Be passionate about your field. Hold high expectations for us and challenge us to work hard and do our very best. Then you will help us develop an intrinsic desire for learning. Remember when you too were a student: What were the qualities of instructors who most motivated you? The answer to that question will provide insight into your own students' motivation.

Make our success meaningful. Hold us to high standards and support our efforts to reach beyond ourselves and to grow in our knowledge, understanding, and skills. You will then motivate us to work hard to meet your expectations.

Toby is an elementary education major at Park University; her career goal is to become an elementary classroom teacher and to nurture her own students' love of learning. She completed her student teaching in spring 2007 and will graduate in May 2008. Toby lives in Kansas City with her husband and two sons.

Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education

Stephen Pew, PhD
Associate Professor of Healthcare Leadership
Park University

"I never teach my pupils. I only attempt to provide the conditions in which they can learn." -Albert Einstein

How educators approach the issue of student motivation, be it intrinsic or extrinsic, is determined, in part, by the andragogical or pedagogical philosophical underpinnings of professors' teaching practices. Difficulty arises when pedagogical methods and practices are applied in whole or in part to situations that require andragogical dynamics. A misunderstanding or misapplication of these critical issues may result in situational, temporary, or unsustainable models of motivation that guide lifelong learners and perhaps undermine the entire process of student motivation. This discussion explores the root causes of the misapplication of pedagogical models and its impact on adult learners.

Difficulty arises when pedagogical methods and practices are applied in whole or in part to situations that require andragogical dynamics. A misunderstanding or misapplication of these critical issues may result in situational, temporary, or unsustainable models of motivation that guide lifelong learners and perhaps undermine the entire process of student motivation.

The intention of this article is to promote critical thinking about pedagogy, andragogy, and their relationships to student motivation. The objective is to assist the reader in experiencing what Ken Bain (2004) has described as an "expectation failure," which creates a situation where old mental models do not work and where, in this context, the reader/student is prompted to reconstruct their concepts about motivation and teaching philosophy and practices. This article does not offer answers or solutions to the paradoxes or real--world challenges presented; to do so would defeat its purpose. The author instead strives to provide clarity on the dimensions of the issues. In the end it is anticipated that the reader may experience frustration and cognitive dissonance regarding their own teaching beliefs and practices, whereupon the opportunity to rethink the issues and one's own beliefs may arise.

Motivation

"Motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal" (Brennen, 2006, ¶ 4). "Motivation energizes, directs and sustains behavior and can be either intrinsic or extrinsic" (McDevitt, 2006, ¶ 1). In psychology, motivation refers to the initiation, direction, intensity, and persistence of behavior (Geen, 1995). The study of student motivation spans both philosophical and practical disciplines, and offers multiple findings and recommendations for a best practice. Theories of motivation include behavioral, cognitive, humanistic, and biological viewpoints.

Based on the work of B.F. Skinner's operant learning theories, behavioral theories describe the processes of increasing the desired behavior by using either positive consequences or avoidance of negative stimuli as extrinsic forms of motivation.

The cognitive view "emphasizes the arousal of cognitive disequilibrium as a means to motivate students to learn something new" (Teaching Concepts, 2007, p. 399). This state of cognitive dissonance drives students to behave in ways that

reestablish equilibrium. Cognitive theory emphasizes intrinsic motivation and creates situations where students are stimulated to see answers.

The humanistic view is based on Abraham Maslow's work on "Motivation and Personality" (Teaching Concepts, 2007) describing how students seek to attain five different levels of hierarchical needs. The theory holds that if students have their basic physical and safety needs met, their needs for belongingness, self esteem, and self-actualization will intrinsically motivate them to achieve. Achievement motivation theory holds that most people want to achieve and have goals they want to reach. "Low achievers tend to attribute failure to lack of ability and success to luck. High achievers... tend to attribute failure to a lack of effort and success to effort and ability" (Weiner, 1990, pp. 616-622).

The biological or neural basis of motivation holds that "neural activity in the brain guides us towards or away from particular results and it is these synaptic events that influence behavioral outcomes" (Sullivan, 2003, ¶ 5).

Instructor Philosophies of Motivation

With the demographic actively changing from that of high school seniors to one of non-traditional students, faculty in higher education must adjust their teaching methods and philosophies. Higher education must now construct an environment in which these non-traditional students can expand their learning. Engaging in an environment where the dynamics between learner and educator are carefully considered and implemented may require a significant readjustment of expectations and relationships for both learners and teachers.

The underlying philosophies of the architects of higher education, whether at the graduate or undergraduate levels, determine the types of experiences that students will encounter in the classroom. These experiences may mean the difference between students who will be temporally motivated by point-in-time external events, and those who develop and/or expand dynamic internal systems of self-sufficiency. Internal motivation systems can propel students through their lives and careers. Who is responsible for motivation is a key issue; the source of that motivation is also key. To that end, a further discussion of intrinsic motivation and extrinsic motivation, as they relate to pedagogy and andragogy, is essential.

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Extrinsic and Intrinsic Motivation

There are basic differences in sources of motivation. According to the Center for Educational Research and Innovation (2000):

> Intrinsically-motivated students are said to employ strategies that demand more effort and that enable them to process information more deeply. Extrinsically-motivated students, by contrast, are inclined to make the minimum effort to achieve an award. Older behaviourist perspectives on motivation assumed that teachers could manipulate children's engagement with schoolwork through the introduction of controls and rewards. However, research has tended to show that children usually revert to their original behaviour when the rewards stop. Furthermore, at least two dozen studies have shown that people expecting to receive a reward for completing a task–or for doing it successfully–do not perform as well as

> those who expect nothing. This appears to be true for children and adults, for males and females, for rewards of all kinds and for tasks ranging from memorising facts to designing collages. (p. 27)

In traditional settings of higher education, students are motivated by a variety of internal and external stimuli. Motivating external stimuli can include, but are not limited to, a quest for a college degree or knowledge, opportunity for career enhancement or entrance into a career, grades, fear of failure or avoidance of shame (grading), personal recognition, money, externally set goals, pleasing the instructor, pleasing one's parents, friends, or colleagues, etc; the list of external motivators goes on. External motivators are often culturally driven and observable.

A Web search of the single word *motivation* yields 54,600,000 hits. It seems that motivation has become a commodity to be sold or traded, much like religion, beans, or other publicly traded services promising to enhance your life. The most current and popular product is *The Secret* (Heriot, 2007), a film sharing a professedly new technique that motivates you to get anything you want just by imagining you will get it. Magical thinking? Hoax? Discovery? Or, as described by its detractors, "same hot air, new balloon" (Bell, 2007)? For the unmotivated with money, the sources of motivational assistance are nearly endless. Students who view education as an investment toward some gain later on are externally driven consumers, for whom the buyer beware caveat is critical. Investment education can be purchased based on price, location, convenience, ease of courses, and many other features and benefits. Students who are intrinsically driven may pursue education for other reasons, which will be discussed later.

It seems that motivation has become a commodity to be sold or traded, much like religion, beans, or other publicly traded services promising to enhance your life.

Some companies (such as Motivation123.com) have patented methods of motivation guaranteed to change your life. Others are motivational speakers who, for a hefty fee, will come to your area. Alternatively, you can travel to attend their seminar and engage in an experience that is promised to motivate you and your comrades. Of course, these sellers of motivation base their product or services on the philosophy that motivation comes from outside the student (extrinsic), not from within (intrinsic). If you do not have it within yourself, you can get it from them. This would seem to answer the Zen koan, *"If you do not get from yourself, where will you go for it"* (Watts, 2006). With respect to higher education, the external sources of motivation are evident and accessible, but often thrust upon students, even if unsolicited.

What about intrinsic motivation? Piaget, a prominent figure in child development research and theory, contends that the desire to interact and work toward equilibrium results in a natural motivation to learn. If that tendency exists naturally, then what is the purpose of an external motivator?

Intrinsic motivation has been the focus of study by educational psychologists and has its roots in self-determination theory:

> In Self-Determination Theory (SDT; Deci & Ryan, 1985) we distinguish between different types of motivation based on the different reasons or goals that gives rise to an action. The most basic distinction is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome. Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons. (Reeve, Deci, & Ryan, 2004, pp. 31-60)

Additionally, Bandura's work (1993) on self-efficacy in cognitive development has made significant contributions to the understanding of intrinsic motivation. Students

who are intrinsically motivated are more likely to credit their successes to internal factors such as the amount of effort they invest. They also believe that they can take credit for the results of their efforts rather than attribute them to luck. Intrinsically motivated students strive for a deep understanding and mastery of the material rather than simply memorization of facts.

The benefit of intrinsic motivation is its availability and portability. If what drives one to succeed is based on factors that derive from one's own beliefs, morals, desires, and goals, then access to those motivators is instant and not dependent on the availability or cooperation of external sources such as money or motivational speakers. The reward of acquiring knowledge or critical thinking skills comes from a personal sense of accomplishment that one has somehow grown as an individual; achievement of personal goals outweighs any external reward. External gratification, while desirable and not to be discounted, is secondary to an internal sense of accomplishment.

At what point do human beings develop a preference for an intrinsic rather than an extrinsic source of motivation? Knowles (1984) points out that growing older, the mature adult becomes more independent, and wholly self-directing. "When a person becomes older, his motivation to learn comes more from his own self" (p 12). Colleges and universities are experiencing a changing demographic, from one of college freshmen who enroll directly from high school to one of adult learners with significant life experiences. The methods of education and the dynamics of the classroom or online class must change to accommodate the adult or mature learner.

Andragogy, Pedagogy, and Responsibility

While motivation can be intrinsic or extrinsic, the definitions and origins themselves do not connote a clear locus of responsibility. The responsibility for one's motivation, regardless of source, depends on who is being motivated. For students in higher education, the underlying philosophy and course dynamics driven by the instructor can dictate that responsibility, albeit inconsistently if not carefully planned, managed, and executed. To offer clarity, a focus on the "who" part of the equation might be useful. "Who" pertains to this question: Is the student a child or an adult? A discussion of pedagogy and andragogy in relation to educational approach and technique follows.

The responsibility for one's motivation, regardless of source, depends on who is being motivated.

Pedagogue is defined as "a schoolteacher. One who instructs in a pedantic or dogmatic manner" ("Pedagogue", 2007). In the pedagogic model, teachers assume responsibility for making decisions about what is learned, and how and when something will be learned. It is teacher-directed or teacher-centered. Teacher-directed learning has its roots in Calvinism, and the belief that wisdom is evil, and that adults should direct, control, and ultimately limit children's learning to keep them innocent (Conner, 1997-2004, ¶ 4).

Andragogy, by contrast, is

> the art and science of helping adults learn. In the andragogical model there are five assertions: 1) Letting learners know why something is important to learn, 2) showing learners how to direct themselves through information, 3) relating the topic to the learner's experiences. In addition, 4) people will not learn until they are ready and motivated to learn. 5) This requires helping overcome inhibitions, behaviors, and beliefs about learning" (Conner, 1997-2004, ¶ 12).

In Pedagogy, the educational focus is on transmitting, in a very teacher-controlled environment, the content subject matter. In Andragogy, the educational focus is on facilitating the acquisition of and critical thinking about the content and

its application in real-life practical settings (http://www.sergeclaes.be/Essays/Andragogy.html).

Rachal (2002) examined andragogy as a means of educating adults:

> Andragogy also calls for learner control, measures of knowledge acquisition based upon performance standards, and the voluntary involvement of students in the learning activity. Most of these conditions do not exist in the university. One of the primary tenets of andragogy is that learning is pursued for its intrinsic value. Finally, andragogy calls for the measurement of satisfaction and for learner determined outcome measures. Neither of these conditions is readily found in higher education where faculty set the learning objectives and where satisfaction is not the primary determinant of future course offerings (pp. 210-227).

When it comes to adults, the foundation of higher education must assume that the adult learner has primary responsibility for their own motivation. This is not to suggest that the external environment cannot be facilitative, only that it does not encourage responsibility.

Extrinsic factors such as teachers may be an important part of the education of children. When it comes to adults, the foundation of higher education must assume that the adult learner has primary responsibility for their own motivation. This is not to suggest that the external environment cannot be facilitative, only that it does not encourage responsibility. Knowing the difference can mean the success or failure of higher educators in conveying to students learning skills that are permanent and student owned.

When learning and its motivations are self-derived, then the responsibility is clearer. Connor (1997) notes:

> How can we expect to analyze and synthesize so much information if we turn to others to determine what should be learned, how it will be learned, and when it will be learned? Though our grandchildren or great-grandchildren may be free of pedagogic bias, most adults today are not offered that luxury. To succeed, we must unlearn our teacher-reliance (¶ 17).

Changing the environment of higher education will be an arduous and complicated task. Those who champion that transition will likely find it a thankless job fraught with Philistine defiance.

Implications for Constructing Educational Settings That Facilitate Motivation

What are the implications for the architects of an environment of higher learning? The first implication is that those who teach must have a clear understanding of who is responsible for motivation. If we assume that we are focusing on adult learners, not on children, then the model must be that of andragogy, not pedagogy. Subsequently the responsibility for student motivation lies primarily within the student, with support from faculty, but it is not the responsibility of faculty to be the motivator. Faculty as a primary source of motivation may result in the educator's complicity in creating a student culture of childish self-indulgence in which the responsibility for student success lies with someone else. If students' preferences are extrinsic, then the Web's 54 million resources await them; if their motivation is intrinsic, then the responsibility issue is axiomatic.

The student who does not complete assignments; listens to music through headphones during lectures; and doesn't master the material or take an active,

engaged leadership role in their education, might be assumed to be insufficiently motivated to engage in a discourse of higher education. The solution is not for the teacher to immediately assume the task of instilling motivation in the student, beyond conveying the expectation that "if you don't do the work and master the material, you will fail the course." Instead, teachers might consider directing externally motivated students to counseling resources (or the Internet), where their needs can be professionally addressed.

Students entering the realm of higher education bring with them a lifetime of experiences and baggage. Some who have acquired a propensity for the richness of adult-to-adult relationships and learning will thrive in an environment of andragogy. Students who still look to others to be responsible for their learning will find a pedagogical environment more comfortable. Professors rooted in andragogy will seek to devote the majority of their time to teaching, not motivating. Those who practice the pedagogical model in a setting of higher education with adult students may find their teaching efforts diluted as time and energy are devoted more to encouraging and motivating recalcitrant learners than to teaching the knowledge, skills, and concepts of the area of study.

Internal motivators such as a quest for knowledge sustain the student's engagement in the acquisition of learning/knowledge, whether or not external stimuli exist.

Internal motivators such as a quest for knowledge sustain the student's engagement in the acquisition of learning/knowledge, whether or not external stimuli exist. Behavior is also sustained by a complex array of internal experiences and drivers that are invisible to the outside observer. For any one person to know what motivates another is a complex process and constitutes a profession (psychology) in and of itself. Mastery of this professional knowledge is rare for employment supervisors, university instructors, or others who find themselves assuming (or having thrust upon them) the responsibility for the motivation of others. Indeed educators often erroneously assume that they are knowledgeable about what motivates their students. In reality, their perceptions are often shaped by their own experiences and preferences in motivating rewards and punishments. Following the proverbial "golden rule," they apply motivating structures to others based on what might motivate them. This is another critical thinking error in the motivation paradigm.

Educators in higher education might be more successful if they were to apply the "platinum rule," which states that we might motivate others as *they* want to be motivated, not as we might want to motivate them. This would require two changes in the approach of educators: They would have to realize, first, that knowledge of internal student motivators is unavailable to them directly, and second, that what motivates them as educators may or may not motivate students. This involves a complex relationship analysis that is seldom part of the preparation of instructors in higher education. As a result, the skill sets are poorly developed, or not developed at all.

However, like religion, astrology, or other theoretical or practical concepts of motivation, lack of mastery of the knowledge, skills, and principles of the craft (in this case the motivation of others), does not seem to inhibit most from engaging in such practices. Indeed some derive great pleasure from being the motivator of the moment, the sage on the stage. Subsequently, the realm of student motivation is often narrowly understood and is instructor- rather than student-centric because of the complexity of incorporating the unknown (student internal motivation) into the equation. Instructors fall back on a pedagogical teacher-centered orientation to comprehend and manage student motivation, rather than let natural tendencies evolve.

Aligning Motivations: Possible Approaches to a Better System

How does this affect the practices, traditions, and applications of theory to practice in student motivation? Management and use of external motivators might be prevalent because they are more easily accessed and controlled; how, then, might we approach student motivation in higher education, assuming that student motivation comes from the students themselves? Simply, we must create learning environments that let students draw on the internal resources that brought them to college in the first place. As instructors, we must focus our attention on creating an environment where students can gain knowledge and skills in critical thinking and problem solving in their chosen areas of learning.

We must create learning environments that let students draw on the internal resources that brought them to college in the first place. As instructors, we must focus our attention on creating an environment where students can gain knowledge and skills in critical thinking and problem solving in their chosen areas of learning.

However, to say that higher education should dismiss the pedagogy model and adopt one of andragogy may be an oversimplification. If it were that easy, one might ask why it has not been done already, and why university professors cling to a model of education designed for children, not for adults. Exploring the potential root causes may yield some insight into what might be done to remove potential obstacles and change the system from a pedagogical to an andragogical one.

Scenario 1: We've always done it this way; the downside of tradition.

Scientists place five monkeys in a cage; suspended from the roof of the cage is a large bunch of ripe bananas. Inside the cage are many boxes. After several minutes of staring at the bananas, the monkeys begin to stack the boxes in order to reach them. Each time any of the monkeys tries to stack the boxes, the researchers spray all of the monkeys with a high-pressure hose. This continues until all monkeys stop trying to reach the bananas. Once all five monkeys have been thoroughly conditioned, Phase Two begins: The scientists replace one original monkey with a newcomer. Upon seeing the bananas, the sixth monkey begins to stack boxes and is immediately attacked by the remaining "trained" monkeys. No water is sprayed, but the remaining monkeys still won't let the newcomer try for the bananas. Once the newcomer is trained, the scientists replace another monkey. Again, the newcomer is attacked each time it tries to reach the bananas. Even the sixth monkey takes part in the attack, even though it has never been sprayed. This continues until all five original monkeys have been replaced. No replacement monkeys have ever been sprayed to keep them away from the bananas. Yet, even with five monkeys who have never been punished for stacking boxes now in the cage, none of them will try for the bananas. Why?

Because that's the way it's always been done around here (Baldwin, 2003, ¶ 2-6). Perhaps higher education faculty have become stalwart defenders of the status quo of pedagogy because that's the way we've always done it (i.e., according to tradition). To break this pattern, the art and science of change and its management, as well as incorporating andragogy, might be useful.

Scenario 2: The Delicious Futility of Fame; The Catnip of Motivator Educators

Instructors/professors who assume responsibility for the motivational rehabilitation of seemingly unmotivated students may be outside their accountability and perhaps beyond their professional skill sets. Why would faculty choose to do this? Motivating others can be a complex and time- intensive endeavor. What is the instructor's motivation or reward for taking on the difficult task of being responsible for motivating students and perhaps even making them dependent? To identify ways that instructors might avoid the dependency trap, we might examine possible motives of educators ensconced in a pedagogical model with adult learners. Two concepts that may explain this difficult dilemma are "enabling" and "codependency".

Instructors/professors who assume responsibility for the motivational rehabilitation of seemingly unmotivated students may be outside their accountability and perhaps beyond their professional skill sets.

Codependency is a condition that results in a dysfunctional relationship between the codependent and other people. A codependent is addicted to helping someone and needs to be needed. This addiction is sometimes so strong, the codependent will cause the other person to continue to be needy; this behavior is called enabling. A codependent often suffers from the 'Messiah Complex' of seeing problems with everyone and him-or herself as the only person who can help. "Here is where I need to work...trying to be 'Mr. Fixit' for everyone...even those who don't feel they need anything fixed" (Williams 2006, ¶ 1).

Understanding this concept might help university faculty avoid enabling learning structures derived from an educational codependency. Faculty and students might be better served if the motives of the faculty did not include a need to be needed by students, but an intrinsic desire to successfully convey the content, critical thinking, and dynamics of their expertise to others who could apply this knowledge and skill to reach their own personal and career goals, i.e. to teach and to learn respectively.

Scenario 3: A Mutual Pact of Low Expectations; The Result of a Systems Problem

To further explore the root causes of non-effective educational systems, Thomas H. Benton (2006) in his *Tough-Love Manifesto for Professors* discusses the dynamics that professors fall into when they become unwitting (or volunteer) participants in a student culture of permissiveness. The professor who says, "Please, please hire me! I'll do anything! I'll keep the students entertained and give them all high grades because everyone's special and who am I to judge anyway?" (¶ 3), and beyond this assumes teachers are primarily responsible for a student's motivation. Faculty motivation for this approach may be the result of institutional demands for enrollment, retention and graduation rates, and wanting to be liked, rather than for delivering an education to the students. The faculty's motivation, to cater to students, is self-serving rather than student centered. The student's motivation is to get a degree with the least amount of time and effort. The point is not to motivate the students but to deliver an education consistent with their own intrinsic motivations for seeking higher education.

Benton (2006) speaks candidly about the 7 Deadly Sins of Students and the 7 Deadly Sins of Professors. He summarizes by saying "My argument is that a student culture of self-indulgence is enabled by the failure of professors to maintain expectations in the classroom" (¶ 4). In his manifesto he contends that "students and professors have entered into a mutual pact of low expectations" (¶ 4). One explanation of low expectations may be that instructors are clinging to a teacher-child-centered model of education (e.g., pedagogy), when an adult–adult, non-

traditional student-centered model may be more effective (e.g., andragogy). Taking responsibility for a student's motivation implicitly usurps credit for motivation and achievement from the student and may undermine the dynamic development of self-determination and self-sufficiency. It also creates a dependency on extrinsic motivational sources that will not serve the student, as they will pursue the next extrinsic source of motivation rather than their own goals.

Motivational Development or Another Welfare System for the Motivationally Impoverished?

Whatever its root causes, motivation for students in higher education must be sufficient to sustain engagement and performance in a course of study, including those courses that may be boring, poorly developed and poorly taught. If a student selects course instructors carefully by examining professor performance databases, the likelihood of finding an educational experience that supports the student's own motivation goes up. Variety is a fact of life. The university should prepare students for experiences that vary in their external motivational properties, not shield or protect them, nor assume responsibility for motivation which may sustain dependence on external stimuli. The student's motivation to achieve the end product of a higher education must be strongly ingrained and developed internally, and of sufficient strength to sustain goal-oriented progress in the best and the worst of motivational times.

Life is as much about determination as it is about motivation. Faculty who attempt to rescue students from the realities of a dysfunctional or limiting motivational life might consider the extent to which they are in codependent relationships with their students. In the same way, students who find they rely on others as external motivators might examine ways to expand their relationships with their instructors to encompass more adult-to-adult interactions and wean themselves of the dependencies of parent-child dynamics.

Some instructors may serve as a temporary motivational bridge as historically externally motivated students become more self-sufficient. At the same time, instructors will devote primary teaching resources to those self-motivated students who came to learn and expand their knowledge and critical thinking skills. The self-motivated students often complain that a course that reduces itself to the lowest common denominator (in this case, the externally motivated student) disenfranchises the prepared, self-motivated student. If a majority of the instructor's resources are devoted to encouraging, managing, and motivating the externally motivated students, less instructional time is invested in the self-motivated students. After all, isn't the main instructional goal to educate, not motivate?

Some instructors may serve as a temporary motivational bridge as historically externally motivated students become more self-sufficient. At the same time, instructors will devote primary teaching resources to those self-motivated students who came to learn and expand their knowledge and critical thinking skills.

Maintaining this dichotomy of educational existence and balancing the competing demands for teacher attention is often a challenge for university educators, but one worth pursuing. Understanding the andragogical or pedagogical foundations of adult-to- adult learning in an environment of higher education can help meet this challenge, in that adult-to-adult interactions are more facilitative of adult learning than are parent-to-child interactions (Tyrell & Johnston, 1983).

Whether an instructor adopts a personal responsibility for a student's motivation, a shared responsibility with the student, or a position that a student is primarily responsible, approaching the teaching tasks from an informed, deliberate, strategic and tactical perspective can improve the educational setting for both educators and learners. This is opposed to previously stated motives which may be habitual, familiar, self serving, or seeking the path of least resistance. Instructors

should clearly explain to their students the philosophical basis of higher education and behave consistently with that philosophy. Then students can prepare to adapt to the instructor's style or, if possible, avoid classes that do not fit with their motivational needs. Alternatively, instructors can try to be all things to all students, in which case none will be adequately served. As a character in Caldwell and Thomason's book, *The Rule of Four*, says, "the delicious futility of impossible tasks is the catnip of overachievers" (Caldwell, 2004).

Those familiar with the Pygmalion and Hawthorne effects may conclude that when adults are treated like adults, they often behave like responsible adults; when treated like children, they often behave as such (Draper, 2006). Adopting andragogical methodologies; letting students know clearly what they can expect from higher education and what instructors expect from them as adult learners (including responsibility for their own motives and leadership in their learning process), develops in lifelong learners intrinsic behavioral drivers that are portable, dynamic, and student owned and controlled. They are less likely to be temporary and fleeting, borrowed from the motivational speaker of the moment.

The challenges to faculty to balance the demands of teaching and of meeting the multiple and varied motivational needs of students with their philosophical leanings are ever-present.

The challenges to faculty to balance the demands of teaching and of meeting the multiple and varied motivational needs of students with their philosophical leanings are ever-present. The decision to offer little if any direction as to how each professor can or should solve the problem is rooted in the author's andragogical preferences. If the work presented here has resulted in an expectation failure for the reader, then its objective has been achieved. How, or if, the reader begins to reconstruct their mental models of how to teach or motivate adult learners then becomes an individual problem to be solved.

Not addressed in this article is a multitude of other factors, such as the issue of cultural differences and practices, that influence the task of student motivation. The impulse to address these factors here has been resisted, in that the topic is complex and worthy of further and more detailed investigation and consideration.

As T.S. Eliot reminds us in *Four Quartets*, "…the ends of all our exploring will be to arrive where we started….and know the place for the first time" (Eliot, n.d.). Let us return to the root of this exploration, student motivation. The responsibility for and source of student motivation are best summed up by the following story told by Kathy Kalina, RN, a hospice nurse and professional storyteller.

In the 1980s, her story goes, she was caring for a dying west Texas rancher. He had little more than a 4th grade education, but had attained a practical wisdom of life. As she was leaving the hospice one evening, she could see that his breathing was labored, pulse slowed, and extremities cooling. He would most likely die before she returned the next morning. Having grown fond of him, she leaned over his bed, kissed him on the forehead, and whispered in his ear, "When you see Jesus, put in a good word for me." Unexpectedly he opened his eyes, looked at her and with a calm and soft voice whispered back, "Paddle your own canoe."

When it comes to motivating students, teachers might take a lesson from this and advise students in a similar fashion.

In the end, self-reliance is probably the most enduring source of motivation and, if you have it, you do not have to go anywhere to get it. Expecting and promoting intrinsic motivation in students, weaning them from external dependencies and providing an environment and experiences that support their own motivational structures: These become an integral part of the task of teaching. It is no longer just about content.

"We're all in this together…by ourselves." -Lily Tomlin

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Inspiring Student Self-Motivation

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While normally appreciative of the invitation to join colleagues in a discussion of pedagogy and what "works" in the classroom, I have in most instances reluctantly participated in discussion of student motivation. I dip my toe into this philosophical quagmire only if permitted license to substitute the phrase student *inspiration* in place of student *motivation*. I also find it helpful to turn the rhetorical tables, as it were, and consider *self*-motivation on the part of students. The concept of individuals who hold some sense of self that a classroom mentor may nurture through student inspiration is one in which I place a modicum of trust. To "inspire" is literally to "breathe in," to actively pull sustenance from a proffered external source. Active student determination based on some sense of self may couple with instructor inspiration to promote academic success.

The idea of student motivation elicits discomfort on the part of instructors for various reasons, the most important being that it has been discussed for eons without clear determination of how to achieve or even define it. Its study has been approached in a number of ways. For instance, the nature of motivation and its link to "learning and achievement" (Maehr 177) remains an integral consideration in goal theory, one dependent upon a social-cognitive (information processing) framework. That theory suggests many questions about motivation yet to be answered satisfactorily. Two examples are, first, do we measure motivation in education in terms of goals achieved, and second, what might the nature of those goals be? Additional pertinent points arising from discussion of quality motivation are how goals "operate in framing action, thought, and feelings" and goal theory's suggestion "that goals are closely linked to a varying role of self in determining the nature and direction of action, feelings, and thought" (177).

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Etymology reveals that motivation did not enjoy use in the psychological sense of a stimulus for action until 1904. Early in the century behaviorist and psychoanalytic forces remained the rage until, as Frank Pajares explains in "Toward a Positive Psychology of Academic Motivation," another force entered the field. It took exception to the passive focus of behaviorists and the focus on abnormalities by psychoanalysis. Representing this third force, Maslow proposed a theory "in which internal and intrinsic motivating forces and affective processes lead to personal, social, and academic well-being," a perspective "of academic functioning in which subjective experiences and positive attitudes play a prominent role" (par. 1). Although "intrinsic" forces, those resources contributed by the student, figure prominently in academic success, optimism on the part of the classroom guide remains the most emphasized element in much of the discussion on motivation. Pajares explains, "One of positive psychology's signature constructs is optimism . . . typically defined as holding a view of life events and situations . . . characterized by positive thinking" (par. 5). The claim that students remain dependent upon an instructor's ability to create a perky, positive, optimistic environment slams like a chain mail cloak across my sagging shoulders. I hold little confidence in my ability to turn on optimism at will, like some metaphysical bulb that will light my students' paths.

However, Pajares' additional comments buoy my spirits. He cites a slew of scholars, noting that few studies *support empirically* the necessity of optimism in the successful classroom. I welcome even this moderate suspicion, a shadow cast

across the unrealistically sunny nature that the idea of free-floating optimism and Pajares' "positive attitude toward the future" (par. 5) connotes. Yet optimism remains anecdotally essential. Researchers conclude, despite the lack of measurable evidence, that "an optimistic explanatory style" on behalf of a classroom guide shows better relation to student "academic achievement, positive goal orientation, and use of learning strategies" (par. 5). I do find helpful the conversion of the term "optimism" to an adjective to elucidate the way an instructor might explain matters. Pajares writes that an explanatory style includes offering students various learning strategies. This I agree with vigorously. I see that I can offer my students critical learning tools, such as developing the ability to synthesize and analyze the ideas of others, therefore *inspiring* them through such tools to form their own ideas.

However, Pajares adds, it follows that a more "pessimistic explanatory style is associated with negative outcomes and with learned helplessness" (par. 5). So there it is again. At least in theory, student ability to learn remains inextricably linked to our capacity for sanguinity and brightness, the latter term not meant in the intellectual sense. Such perkiness seems best suited to a cheerleader, and I admit that I occasionally not unwillingly fulfill that role. However, it remains secondary to the suggestion that solid critical thinking will aid in developing the survival instincts sorely needed by students in an often pessimistic world. And it places a distant third to offering students ideas from literature that better explain and inspire than I could ever hope to.

The subject matter of a National Public Radio interview titled "Students' View of Intelligence Can Help Grades" serves as a prime example of the necessity of facts and critical thinking as more valuable than simple instructor motivation. Research psychologist Carol Dweck spoke of her study, which recently appeared in *Child Development,* that confirms the importance of student self-empowerment. The study indicated that if seventh graders with low math scores were taught one fact, which is that one's intelligence is not fixed, but can grow, their math scores increased. About 100 such students were assigned randomly to what were labeled "workshops on good study skills. One workshop gave lessons on how to study well. The other taught about the expanding nature of intelligence and the brain" ("Students' View"). By the end of the semester, the group who had been taught that the brain can grow smarter had significantly better math grades than the other group who were encouraged to develop better study skills. Steven Asher, Duke University child psychologist, reinforced Dweck's findings by stating "Teaching children that they're in charge of their own intellectual growth motivates a child to work hard" ("Students' View"). Such studies also support the idea that students must confirm their own classroom power, developing a sense of self, long before they reach the college level.

While optimism remains desirable, it is only one ingredient of many in a complicated recipe for success. I enjoyed the guidance of several wonderful teachers during my own education, one of whom was not at all a positive personality. And in the classrooms of those most positive to whom I responded positively in turn, a number of fellow classmates remained miserable and detached. Motivation carries a connotation of cause/effect that ties it to the achievement of those benchmarks with which goal theory deals. But my response to those certain instructors did not necessarily relate to any specific goals. Rather, these instructors inspired me, my reaction more in a spiritual than cerebral realm.

While optimism remains desirable, it is only one ingredient of many in a complicated recipe for success. I enjoyed the guidance of several wonderful teachers during my own education, one of whom was not at all a positive personality.

I distinctly remember, for instance, one advanced freshman English professor, a man with a deadly dull delivery style, introducing our class to literature that focused on the theme of power. One of the novels assigned was Charles

Dickens' *A Tale of Two Cities*. With my professor's suggestion in mind, I suddenly recognized the power inherent to Madame Dufarge's knitting. Her stitches and purls acted as signs for names that composed a death-squad victims list. Thunderstruck by the idea that a seemingly harmless woman controlled life and death in the Faubourg St. Antoine, I recognized for the first time the female capacity to rule through silence. That recognition left me momentarily breathless. Then it inspired my realization that I had the capacity to consider new ideas and perhaps apply them to my own life. Along the lines of the teach-a-man-to-fish philosophy, that professor's approach promoted the development of an attitude that could support a number of possible future outcomes, one being the simple pleasure of identifying my place in this world in relationship to those around me. I remained prepared to do so, because I had entered the classroom with some awareness of a personal value system, the sense of self that cognitive theoretical perspectives acknowledge plays just as major a role as do goals (Maehr 178).

As an additional concern, I recognize daily the negative effect of falsely optimistic promises so inherent to our consumer culture on our students. That popular culture, in which such optimistic promise through empty rhetoric has become the marketing norm, necessarily complicates our relationships with our students. We are under siege by ideas from a commodity culture in which some of us wonder how the traditional promise of enlightenment through education can survive. When consumer forces demand that we consider the student a customer to be acted upon, to motivate, if you will, we can little wonder that students themselves may come to view the university as a one-stop shopping experience. They should be able to select courses, place them in their baskets, and make a bee-line to the check-out stand. Such commodity exchange demands marketing because, as any first year business major can tell you, marketing motivates people to consume, creating a desire, rather than satisfying a need.

We are under siege by ideas from a commodity culture in which some of us wonder how the traditional promise of enlightenment through education can survive. When consumer forces demand that we consider the student a customer to be acted upon, to motivate, if you will, we can little wonder that students themselves may come to view the university as a one-stop shopping experience.

If students come to us without any real *self-identified* needs, but instead bring to the classroom a passive nebulous desire for a certain something that an outside agent is to supply, few will enjoy a satisfying academic experience. Students must arrive with some sense of self, which, combined with the desire to contribute to classroom experiences, will help that sense grow and mature and take chances in order to enjoy academic success. Try asking students to bring to class printed advertisements and then discuss what those ads are actually "selling." Rather than an automobile or beer, ads are peddling success or inclusiveness. Such application of semiotics can quickly reveal to a student, perhaps to her surprise, a value system she may not know that she holds.

Thus, I trust better a second approach described by Pajares that stresses student "authenticity—the belief that one's achievements and attainments are deserved and that others recognize these achievements as being merited" (par. 6) as a self view that results in student success. Note that the student brings the belief in one's authenticity to the classroom. The second step in this approach is recognition on the part of the instructor/guide/mentor of such authenticity as meritorious. I do engage at times in *powerlogu*e with my students, offering recognition through the single avenue of positive comment. However, I much prefer the two-way empowerment exchange of *dialogue*. In such an exchange, the student's contribution remains primary, with that of the instructor's contribution, optimistic or not, secondary. *What* the classroom mentor contributes should outweigh *how* she contributes, as long as the recognition contribution exists. I do

not dispute that the delivery of my literature professor would have benefited from a dose of enthusiasm, and all instructors may practice certain methodology, such as use of classroom technology, to better gain student attention. But the most enthusiastic instructor on earth cannot, nor should she have to, keep awake the student who comes to class to sleep.

Pajares explains yet a third approach to the study of motivation labeled "invitational theory." It espouses "that the beliefs persons develop about themselves and about others help form the perceptual lens through which they view the world and interpret new experiences" (par. 7). Once again, in this view, the student leads the way in interaction by bringing methods of interpretation into the classroom and applying them. This assumes that they do have opinions about the world around them, even if limited, and that they have considered these opinions. Having warmed over the last decades to postmodernism's contingency theory, which avows that every individual perceives reality based on a personal belief system, I find the invitational theory accommodating. The consideration of a number of points of view represents the blood and guts of an active student environment, where we encourage students to freely take the pulse of a number of life forces.

In composition courses, I have used a study of marketing specifically to challenge students to evaluate ways marketers determine what will affect their target demographic, taking an epistemological approach to analyze how such appeals succeed. Students discuss the representation through concrete stereotypical models of abstracts such as success and beauty. Few fail to consider their own willing participation as a target for marketing jargon based upon inherited ideals. That consideration often inspires them to realize they can alter inherited perceptions of self. Any instructor could adopt a similar exercise to encourage students to verbalize their individual belief systems. For example, they might discuss aloud or in journal entries activities they feel distinguish their family and/or community from other community groups.

Charged with motivating students through the application of our personal store of broad energies, we who interact in the classroom expect the result to be students who are emboldened and challenged. Instead, if students prove non-receptive, we may feel we have simply wasted proffered gifts, such as the "caring and positive attitude" (20) espoused by Lynley Russek, or activities designed to "spark" student "hearts" (par. 7) discussed by Gad Yair. On the other hand, student response results in a mixture of efforts on the part of both actors in the classroom drama, that mixture representing a new combination of energies. The sum of the parts does not have to be identical for each student either, because while our contribution may remain basically equivalent, theirs can widely vary. As noted by Maehr, students "can not be passive in school if they are to develop skills and orientations" (178) allowing them to become contributing members of society. Goals remain crucial, but so does the student's sense of self. And according to McCombs, instructor motivation depends on "the student's natural motivations and tendencies to learn," not on " 'fixing them' or giving them something they lack" (3). We might help our students by asking them through writing or oral discussion to define the term of motivation and explain how they relate to that definition.

Charged with motivating students through the application of our personal store of broad energies, we who interact in the classroom expect the result to be students who are emboldened and challenged.

Readers who teach likely share my wonder over the obvious difference, but not-so-obvious cause, for the disparate effects we have on students. I have utilized in two different sections of the same writing course identical resources and presentation techniques within an identical length of time with surprisingly varied results. Where one group of students demonstrates the ability and desire to move forward following that class session, the other does not. Naturally, I generalize somewhat; rarely in one class does no one seem to respond and learn. However,

the numbers of those "reached" in one class may pale by comparison to another with no perceivable cause. In one classroom, students beautifully rise to the occasion when asked to write about observations at a location of their choice. One of this happy band selects her favorite restaurant, fills her writings with sensory dependent details, and pulls the reader effortlessly forward using skillfully selected transitions. She arrives at the reflection that "People gather together in restaurants not just to eat, but as a social occasion, finding more satisfaction in an evening filled with communion than a stomach filled with food." Her successful effort represents that of most of the students in her class. In the meantime, students from a supposedly identical section of the course having experienced supposedly identical preparation and discussion ask, "Why do we have to choose a place to go? Can't you just tell us one?" This inauspicious assignment reaction suggests little possibility of successful engagement. The active and passive response both result from what seems to me to be the exact same stimuli, readings, discussion, and a simple writing prompt. I feel some confidence in proposing that the active response, incorporating input and engagement on the part of the student, comes from self-motivation, a result of instructor, peer and subject matter inspiration.

Reflecting again on the invitational theory of motivation, I regularly, enthusiastically, and naturally make a conscious effort to praise student "achievements and attainments" to help promote "feelings of authenticity" for each individual. I also attempt to detect the varied "perceptual lenses" worn by my students through select means. This requires no small bit of action on my part. Born squarely in the first full decade of the post-war baby boom, I realize that I must move beyond time-bound preferences and check today's view through the lenses of my students. Only then can I accept, if not understand, their viewpoint and relate in some manner to their twenty-first century existence. Thus, when my husband asks what I'm watching on early morning television as I trip the light fantastic on my elliptical rider, I reply "MTV," bravely soldiering on through a morass of sound and visual impact that challenges my Beatle-honed sensibilities. Music intersperses with so-called "reality" shows like *America's Top Model* or depictions of dating rituals that leave me scratching my head, but still willing to learn. I also understand (sorrowfully) that I can no longer take for granted that students can decode once simple cultural references, careful that such phrases as "It was a David and Goliath moment" don't go to waste on unreceptive ears. I acknowledge the age gap, the culture gap, the value abyss, and I welcome the stimuli of my students as a guarantee that I won't fall over the precipice. I do realize I must offer students ideas and issues with which they identify and will welcome into the arena of discussion and debate. I hold sacred the act of communication as the supreme panacea for all of mankind's ills; I live and breathe writing, for goodness sake. But the act of communication is a shared one, requiring a deliverer and a receiver. Sometimes, despite my efforts, which statistically speaking can't all be misspent, the receiver remains unavailable.

This conundrum of why teaching approaches prove effective with some students and not others may *relate* to motivation, but I firmly believe all classroom successes and failures can not be explained through motivational theory or even the presence or absence of inspirational sources.

This conundrum of why teaching approaches prove effective with some students and not others may *relate* to motivation, but I firmly believe all classroom successes and failures can not be explained through motivational theory or even the presence or absence of inspirational sources. A student once clarified this for me after observing my struggle to break through the insulation in which one extremely bright student had cocooned himself. This student possessed undisputable talent that lay dormant, awaiting only, I imagined, the enchanted kiss of education to awake. I praised, cajoled and urged. I offered anecdotes, examples, and abundant illustrations of those who overcame challenges to succeed. I pointed to specific promise in his writing, his thought process, even his immature righteous social

anger, so admirable in its purity and energy. I gently goaded, then finally demanded, hoping to evoke any reaction that hinted he was in process of my message, all to no avail. I sat one day at my desk ruminating to the point of obsession about this young man when his friend entered my office. Not without sympathy she stated something so reductively obvious that I marveled in its simplicity: "It's just not his time."

Not the right time, not the right place, not the right combination of personalities, not the right water for that horse to drink. Any of these conditions might account for a lack of student participation, and none will respond to the most optimistic of deliveries. Thus, a student who lacks a sense of identity and desire to learn may fail to self motivate despite our best efforts to inspire.

As classroom guides, muses on a pedestrian scale, if you will, we might offer our students inspiration, hopeful that it will propel self-motivated students to learn.

For centuries, poets called upon the Muses, great harbingers of idea and possibility, to inspire them. They requested those ethereal beings breathe into poetry the life force that allowed the poets' words to become more than arbitrary symbols on the page. Once that act took place, the burden shifted to the reader to make those living malleable ideas their own through absorption and application. As classroom guides, muses on a pedestrian scale, if you will, we might offer our students inspiration, hopeful that it will propel self-motivated students to learn. However, inherent upon those students in the face of our efforts is to breathe, and breathe deeply.

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Student Motivation in Computer Networking Courses

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This paper introduces several hands-on projects that have been used to motivate students in learning various computer networking concepts. These projects are shown to be very useful and applicable to the learners' daily tasks and activities such as emailing, Web browsing, and online shopping and banking, and lead to an unexpected byproduct, self-motivation.

Introduction

Teaching theory with hands-on components is shown to be an effective way of conveying information to learners [1]. This is particularly true for teaching computer networking courses, since the use of communication applications such as email and Web browsers has become common for most in recent years. For teaching various computer networking courses, the author has several hands-on projects utilizing advanced computer technologies and freely available software. For example, Java applets can be used for live animation, Ethereal for monitoring packets in transmission, ZoneAlarm for creating personal firewalls, and Microsoft Baseline Security Analyzer for analyzing the security settings of a computer. These technologies and software are evidence that a picture is indeed worth a thousand words. As it turns out, all of these hands-on projects are very useful and applicable to the learners' daily tasks and activities, and lead to a higher form of student motivation, namely, self-motivation.

As it turns out, all of these hands-on projects are very useful and applicable to the learners' daily tasks and activities, and lead to a higher form of student motivation, namely, self-motivation.

In each of the following sections, the technology and student motivation associated with each assigned project are described in detail. Thus, section 1 deals with Java applets, section 2 with Ethereal, and section 3 with computer network security software.

Section 1: Java applet

A Java applet is a computer program written in the Java programming language, and can be executed in a client Web browser. For supplemental instruction with their computer networking textbook, Kurose and Ross [2] provide a set of publicly available Java applet animations [3]. These animations, including wireless communications, Hypertext Transfer Protocols (HTTP) and Domain Name System (DNS) protocols, and packet vs. message switching, illustrate how various computer networking applications and protocols work. These applets make networking theory more comprehensible as students are able to explore various networking scenarios by seeing the effect of changing to different parameters and settings.

Java applet Projects

During the past three years, the author has observed that computer networking students have benefited from using Java applet animations [3]. To contribute to the pool of available Java applet animations and give back to the computer networking community, beginning in fall 2005, the author has assigned a project in the computer networking theory course (CS365), in which students are to

write a Java applet to illustrate a networking concept or a computer program to solve a networking problem. The emphasis of the project is on providing an interactive animation to accompany a networking concept or problem and enhance understanding of the subject matter.

Student Motivation with Java applet

The main force driving student motivation in this assignment is seeing that their work can benefit other students, potentially worldwide, just as they themselves benefit from using the collection of available applets. Thus far, several such animations have been produced by CS365 students.

In fall 2005, student Joshua McKinzie wrote an animation to illustrate "Selective Repeat" protocol in the network transport layer [4]. His animation has since been published in Kurose and Ross's free Java applet collection [3], in which the authors describe McKinzie's Java applet as *a very cool applet animating the Selective Repeat Protocol* [3]. "I believe students from all over the world will find [McKinzie's] Selective-Repeat Applet insightful," said Ross [3].

In the same semester, student Nick Kreeger wrote an animation called "Traverse Ping" [5] that reduced excessive error messages for a Nagios [6], a network tool for monitoring host information.

In fall 2006, students had an opportunity to use McKinzie's animation published in Kurose and Ross [3], in what has become an effective method of motivating students to write animations that benefit the computer networking community. Of special note is student Aris Czamanske, who in December 2006 completed an IPv4 calculator that can identify various parts of an IPv4 address [7]. His applet has been used by students majoring in computer networking at Park University, and will be published on the Information and Computer Science Department's website at Park University.

Summary of the Project using Java applet

What truly motivates the students in this project is the knowledge that, just as they themselves benefit from using the Java applet animations, their own work can benefit other students, potentially worldwide.

What truly motivates the students in this project is the knowledge that, just as they themselves benefit from using the Java applet animations, their own work can benefit other students, potentially worldwide.

Section 2: Ethereal

Ethereal is software that can capture and analyze network traffic. The author has used Ethereal in teaching both the theoretical and the hands-on computer networking courses in the past six years at the University of Missouri-Kansas City and Park University. The author firmly believes that Ethereal has helped students understand various networking concepts, including the protocols and protocol layers, and how systems communicate with each other.

Ethereal Live Demonstration

Ethereal is a highly effective tool for live demonstrations. The author has used it in class to capture live traffic between a Web browser and Web servers at various popular Web sites such Park University, Yahoo.com, and CNN.com. The captured traffic shows how a request is satisfied between a Web browser and a Web server, and how various protocols, such as DNS, Address Resolution Protocol (ARP), Internet Protocol (IP), Transmission Control Protocol (TCP), and HTTP, work together to retrieve a simple Web page. This frequently opens students' eyes to the complexity of satisfying a simple Web request.

Ethereal Projects

In various networking courses (CS365 – Computer Networking, CS367 – Network and Security Administration, and CS373 – Computer Network Security), the author has students perform different projects using Ethereal that include: (1) discovering how various protocols work; (2) examining the differences in the uses of various networking devices such as hub, switch, and router; (3) debugging problems in the communication network; (4) finding out how traffic is re-routed because of a problem in the network; and (5) identifying communication and security loopholes.

Student Motivation in Using Ethereal

The primary motivation for students in the projects using Ethereal is in the applicability and relevance of the experiment to the students' daily tasks and activities, (i.e., Web browsing, emailing, online shopping or banking, etc.). Students, as clients, see in detail how their communication requests are composed and transmitted to servers, and how the servers in turn fulfill these requests.

The primary motivation for students in the projects using Ethereal is in the applicability and relevance of the experiment to the students' daily tasks and activities.

One particular project that increases student knowledge and understanding is the capture and observation of their own passwords in clear text using File Transfer Protocol (FTP) and TELetype Network protocol (Telnet) [8]. This project proves the importance of using secure protocols such as secure FTP (SFTP) and Secure Shell (SSH) protocols where encryption is used.

In the spring 2007 Computer Network Security (CS373) class, student John Nickell was curious as to how well his ISP, a cable service provider, handled the traffic between itself and his home computer. He used Ethereal, the tool that we taught in class, and found that his ISP uses Post Office Protocol 3 (POP3) for email retrieval and that his password is sent in clear text between his home computer and the ISP. This is especially detrimental in the cable environment, where the flow of information in the cable is shared among its users. Nickell has contacted his ISP, showing what he found, and it is hoped that the ISP can provide a more secure communication channel for its clients. Additionally, Nickell presented his finding as a guest speaker at the Enhancing Teaching and Learning Conference 2007 [9], in which the attendees are mostly educators within Kansas City area. His presentation was well received and added to the knowledge and understanding on the part of many educators at the conference.

Summary of the Project using Ethereal

Ethereal is a useful software tool that helps uncover the mysteries of networking, by allowing students to see the actual networking in action. A student in my CS373 class motivated himself in using Ethereal to uncover a security problem in the environment provided by his ISP, and presented his finding at an educational conference.

Section 3: Computer Network Security Related Projects

In spring 2007, Park University offered for the first time Computer Network Security (CS373), a course that introduces students to various security concepts, attacks, vulnerabilities, and countermeasures in computer, network, and information security. Using [10] as a textbook, the course also introduces students to theoretical concepts with many of these put into practice through hands-on projects.

Computer Network Security Projects

Each week, in addition to other assignments, four to five hands-on projects are available for the author to give to students, all of whom have a computer of their own, to perform at home.

Depending on the content for a particular week, the projects have varying levels of complexity. Some projects involve substantial setup effort; these include Pretty Good Privacy (PGP) to encrypt e-mails and authenticate the communicating parties, ZoneAlarm to create a personal firewall, Microsoft Baseline Security Analyzer to analyze computer system security, and ShieldsUP by Giberson Research Corporation to examine open ports in the system; whereas other projects are less time-consuming, including those that involve changing the security setting of a Web browser, and changing the setting of a wireless access point to restrict access to the intended users.

Student Motivation in the Security Projects

The main source of student motivation in the computer network security projects is to be found in the fact that most of the experiments are close to students' hearts. Given the immense number of current computer and network security attacks, students see a need to strengthen the security of computers, their own in particular.

The astonishing fact is that a majority of the students in this class would perform almost every available project every week if their equipment allowed, even though only one per week is required. It is wonderfully rewarding to listen to their bi-weekly presentations on their project experiences. This has been by far one of the most motivated classes in the author's experience at Park University.

Summary of the Projects in Computer Network Security course

The hands-on projects in the computer network security course are very useful to the students, as they see the applicability to their own computers. Additionally, the need to strengthen computer networks has never been greater, amid the attention to security at the national and international levels in recent years. Students in the class motivated themselves to want to learn more, thereby performing more projects than were required of them.

Summary and Conclusion

This paper discussed several hands-on computer networking projects using various technologies to help students understand and grasp computer networking concepts. Because these projects are useful and applicable to the learners in their daily lives and activities, they not only motivate and encourage students in learning the computer networking concepts, but also promote self-motivation in the learners.

Because these projects are useful and applicable to the learners in their daily lives and activities, they not only motivate and encourage students in learning the computer networking concepts, but also promote self-motivation in the learners.

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The Little Engine That Could – How to Start the Motor? Motivating the Online Student

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Motivation is a function of initiating and sustaining goal-directed action. In addition to individual variables, student motivation is influenced by situational variables that include course design, instructional approach, and to a great extent, faculty behavior. This article presents classic literature on motivation and offers a grounded set of instructional methods and strategies with which faculty can spark and sustain motivation that leads to deep rather than superficial learning in the online learner. These classic motivational techniques have a direct relationship with today's online learner. The authors highlight the significance of external influences and describe some of the many opportunities available to faculty to enhance the motivation of online students to learn.

Introduction

With the growth of distance learning and changes in family working roles, the typical student profile has shifted from the "traditional" 18-22 year-old full-time undergraduate student residing on campus toward the employed, older college student who struggles to balance education with job and family (Allen and Seaman, 2006). Allen and Seaman suggest that online students tend to be older, work full-time or hold additional employment, and have more outside and family responsibilities when compared to the more traditional student. Valued rewards vary according to personal goals. This paper examines how faculty in colleges and universities can motivate and meet the needs of online adult learners and thereby play a critical role in improved rates of completion of continuing higher education.

Any analysis of student achievement, in order to guide strategies for improvement, must include an examination of what drives behavior – motivation. Why is motivation so important for learning success? It is the "key to persistence and to learning that lasts. The challenge is to help each person clarify his or her important purposes and then to find, or create, the combination of educational experiences that lead to those desired outcomes" (Chickering and Kuh, 2005, p. 1).

Why is motivation so important for learning success? It is the "key to persistence and to learning that lasts. The challenge is to help each person clarify his or her important purposes and then to find, or create, the combination of educational experiences that lead to those desired outcomes."

Student motivation both typically and naturally has to do with the student's desire to participate in the learning process. Motivation reflects the reasons or goals that underlie their involvement or noninvolvement in academic activities (Lumsden, 1994). Greater initiative, tenacity, and self-discipline are needed to take courses in the online environment than in the traditional classroom (Mandernach, et al., 2006). A student who is *intrinsically* motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning

it permits, or the feelings of accomplishment it evokes" (Lepper, 1988, p. 290). Conversely, an *extrinsically* motivated student performs and strives to succeed "*in order to* obtain some reward or avoid some punishment external to the activity itself," such as grades or teacher approval (Lepper, 1988, p. 290). For example, some students are motivated more by the goal of the degree than the education; some may be motivated by the promotion that follows the degree; still others by the prestige in the eyes of their family and friends. Although students may be equally motivated to perform a task, the sources of their motivation may differ. As instructors we must find these differences and, subsequently, the differing motivators. We must determine if they are *intrinsically* or *extrinsically* motivated, or a combination thereof. In this article the authors explore motivation to learn, and propose specific approaches for online faculty interested in strengthening their students' motivation to learn.

Goal Orientation

Motivation derives from a variety of forces. It is dynamic, highly subject to change, and a major factor in readiness and desire to learn (Cashin, 1979). Students choose to exert a specific type and level of effort, and their reasons are as diverse as their attitudes and abilities. As these authors have discovered, students may be equally motivated to perform a task, yet the sources of their motivation may differ. Online instructors must recognize, monitor, and attempt to influence those factors that motivate students.

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A number of factors are important to online students. They want independence; however, they also want and value timely faculty interaction (Northrup, 2002). It is important, beneficial, and useful for online instructors to make their classroom settings as "real" and live for the student, through strategies such as "hands-on" empirical research assignments, using student mentors, including oral communications (telephone, video, MP3, two-way synchronous chats, etc.), and working with local practitioners to coordinate student internships (Mandernach, et al., 2006).

Among the motivation-related concepts examined was achievement goal orientation (Dweck, 1986). Dweck proposed that students who possess intrinsic (or mastery) orientation long for new skills and knowledge. They find satisfaction in the innate rewards of learning. This attitude guides their achievement behavior, which emphasizes contextualized learning. Intrinsically or mastery oriented students engage with the content, their peers, and faculty, netting a longer retention span and a greater ability to use what they learn. Such students are independent, lifelong learners (Chasteuneuf, 2006).

In contrast, students with extrinsic (or performance) orientation concern themselves with achievement chiefly in relation to their peers (Vansteenkiste and Lens, 2006). They use rote memorization and study for immediate gain according to what they expect to see on a test. These behaviors may be observed in students enrolled in introductory-level courses or general education requirements. Such learning carries a brief life expectancy and is superficial (Ames, 1990). In the experience of these authors, extrinsically motivated students are seeking benefits such as grades, positive feedback or other indicators of teacher approval. Many such students openly disclose the incentives that motivate their efforts, such as maintaining a grade average to preserve financial aid, fulfilling degree requirements, improving career prospects, or winning the approval of significant others.

Metacognition

Motivated students direct their learning very deliberately. After goal orientation, another factor associated with motivation and learning success involves

self-regulating and monitoring strategies, known collectively as metacognition (Flavell, 1979). Students possessing metacognitive skills and habits are aware of their cognitive processing methods and employ study behaviors appropriate to the situation. Hallmarks of metacognition include a heightened awareness of one's thinking, selection of processing strategies from a repertoire, reflection and readjustment, and sustained motivation to achieve (Paris and Winograd, 2004).

Self-Efficacy

Another individual variable relates to perception of one's ability to learn subject matter successfully. Self-efficacy, as described by Bandura (1986), refers to one's sense of ability to succeed at a given task to a specified level. Self-efficacy is a task-specific quality; a student may be a talented and confident pianist (and therefore enjoy a sense of self-efficacy at piano-playing), yet be painfully aware of low achievement in a history class (and will feel inefficacious there as a result). Students who perceive themselves as limited in capability lack the confidence, energy and motivation that successful study efforts bring. Their achievement behavior is limited. They regulate themselves away from attempting a rigorous academic effort because, based on experience, they do not "see" it happening (Ames, 1990).

Situational Variables

While some would suggest that a student's goal orientation, and by extension the student's motivation, affects response to individual or situational variables, Chasteauneuf (2006) countered that the real issue is how those internal and external variables inform a student's choice of goal orientation. This is a powerful thought, since external factors such as social forces clearly affect motivation (Bandura, 1971). Situational variables take many forms. Motivation in most students is socially mediated, affected by influences including classroom dynamics. Consider the effects of sarcastic or deprecating comments following a student's erroneous statement – which sometimes occurs in the classroom. When it happens in the online environment, the authors believe its effects can be especially damaging because peer replies are visible onscreen for weeks to come. The hapless student who spoke in error cannot soothe his embarrassment with hopes the gaffe will be forgotten; it is in full view of everyone. He or she is unlikely to volunteer another statement soon.

According to Ames (1992), motivational considerations include various cues found in the course, such as learning expectations stated in the syllabus or by the instructor. Students utilize these cues to form impressions of the value or importance of a learning task, assignment, or the course as a whole. For example, students may respond to an assignment by deciding that it is of little consequence, so they decide not to exert their best effort. In such a case superficial learning may not be followed by deeper consideration of the topic. Students gauge the difficulty of the course and assess its value for their needs and purposes. In a course that fosters commitment and motivation to learn, students can thrive.

Of all the situational variables affecting student motivation, perhaps none exerts such a strong and pervasive effect as faculty attitudes and behavior.

Faculty Behavior

Of all the situational variables affecting student motivation, perhaps none exerts such a strong and pervasive effect as faculty attitudes and behavior. Instructional communication such as giving feedback on performance constitutes a prime opportunity either to enhance motivation or decimate it. Receiving feedback or a grade on performance creates a high-stakes situation for students, for they take it very personally, and not only in the academic sense. Their self-esteem and

self-efficacy are affected; they either find themselves on solid footing or in quicksand. Therefore, the manner in which feedback is delivered, particularly in the online environment, is of paramount importance.

Lacking the opportunity to provide the face-to-face immediacy found in the physical classroom, online instructors are challenged to find other means of closing the social and psychological distance between themselves and their students (Arbaugh, 2001). Verbal interaction between instructors and students is vital. Instructors in online courses, more so than in face-to-face courses, must seek evidence of students' feelings and motivation, especially their reactions to the written word, which is devoid of vocal tone. This interaction can be fostered by using students' names in discussion posts, sharing personal anecdotes related to course concepts, and encouraging students to respond to instructor questions as well as to comments made by their peers (Hutchins, 2003). Working with peers reduces learner anxiety and is an effective method of increasing the motivation of online students (Moore, 2006). The more effort online instructors put into closing that social and psychological gap in their class discussions using appropriate immediacy behaviors, the greater the reward in student interaction (Arbaugh, 2001).

Lacking the opportunity to provide the face-to-face immediacy found in the physical classroom, online instructors are challenged to find other means of closing the social and psychological distance between themselves and their students.

In order to improve performance and at the same time sustain desire to learn, feedback is best delivered respectfully, tactfully and constructively, so as to save face. Face refers to the positive self-image students hope to internalize and preserve through interactions with others. If face is threatened, a student may withdraw from interaction and engagement with assigned tasks. Consequently, the level of motivation declines. On the other hand, faculty guidance, recognition and approbation yield an increase in student motivation to exert greater effort (Kerssen-Griep, 2003).

Additional strategies to enhance motivation include guiding students toward their own discoveries of facts and relationships. Self-esteem grows when students realize success in acquiring, storing, and retrieving key information (Alutu, 2006). They accomplish this through thoughtful questioning and being encouraged to construct knowledge that is personally meaningful and durable over time. Further evidence of the impact of instructor interventions on goal and learning orientation, motivation, achievement and retention of online adult learners was established by Chyung (2000), who determined that the motivational attraction of online instruction for adult learners related to perceptions of the learning climate, learning outcomes, and improved retention of students.

Data Collection

Effective teaching, support and motivation involve faculty research. What works, and what does not? An optimal way to determine what instructors do to support and motivate their students is to observe them and ask them. The authors formally collected data on over 200 online adjunct instructors during AY2006–2007. Their observation illuminated a number of key areas: what works; what does not work; what students like; what students do not like; student complaints vs. student praise; stimulating discussions vs. dead spots (Bunkowski, et al., 2006).

This examination of more than 200 online adjunct faculty and courses enabled the authors to identify five key dimensions of effectiveness: Interaction, individual attention, timeliness of information and response, information transmission, and accessibility and skill at moderating the flow of learning. These were viewed and assessed through bi-weekly assessments of online student-student and faculty-student interaction in the classroom.

Success Formula

Based on their research, the authors have compiled a "short list" of key elements for consideration by faculty wishing to improve their effectiveness in motivating online students (Bunkowski, et al., 2006):

Whenever possible, course topics should be current (for every discipline). A textbook will never be as current as today's primary news medium, the Internet. Excellent resources include CNN (http://www.cnn.com/), Fox (http://www.foxnews.com/), CBS (http://www.cbsnews.com/), and BBC (http://news.bbc.co.uk/). Information from these sources can be integrated in a course and revised as necessary. Students are increasingly savvy and enjoy discussing current events in the city, state, county, region, nation, or world with their classmates.

Whenever possible, course topics should be current (for every discipline). A textbook will never be as current as today's primary news medium, the Internet.

A wealth of information is available to students. In gathering appropriate material for online discussions, faculty can dispense some of the responsibility to the students. A semi-structured approach allows students some latitude while ensuring they address the course objectives. These authors have discovered that students generally rise to the challenge of exchanging information, directing questions, and seeking clarification at a surprisingly sophisticated level.

The online discussion forum is not a place for domination. The key is keeping students on their toes through moderation. Occasional refereeing may be necessary as a last resort. Motivation to learn occurs at strategic intervals, beginning prior to start of term. Faculty have opportunities to spark student interest as course syllabi are posted to the course platform.

Figure 1 divides a course into specific points at which suggested motivational strategies can be used with success. More detailed information on ways to engage learners can be found in Appendix A, where The Nine Events of Instruction (Gagne, 1985) are provided along with comments from these authors. Appendix B explains the use of "R_2A_2"; and Appendix C offers an actual case study illustration of faculty-facilitated metacognition.

Connection between Faculty and Student Motivation

A critical component of student motivation and the success of the online learning experience is the motivation of the instructor. Student performance, according to Crumpacker, is "contingent on instructor skill and level of effort of motivation" (2001, p.1). The factors that influence faculty motivation include positive factors or incentives, and negative factors or obstacles. Recent studies of online faculty reveal the following motivating incentives for online instruction (McKenzie et al., 2000):

- Flexible working conditions
- Enjoyment of on-line instruction
- Enhanced technological skills
- Interaction with a diverse student population
- Increased job satisfaction
- Ease of updating and revising courses
- Ability to ensure that course topics are relevant

Financial considerations such monetary awards do not appear to be a significant motivating factor (Rockwell et al., 2000). Release time and reductions in faculty workloads are reported to be more desirable than financial rewards – at least to senior faculty (Rockwell et al., 1999).

Figure 1: Strategic Steps for Successful Students

Pre–term wk.	Day 1 of Term	End of Week 1	Weekly	At Midterm	Final Week
Post syllabus and specific "success" tips Post photograph and a friendly introduction Ask students to post photos and introductions Incorporate some choice on class topics and assignments Verify effective use of section headings, color, text, intuitive flow of course Create a thread to post weekly Teacher's Tips & Tricks and invite student sharing of their best tips Create a virtual lounge-students only Ask students to assess their learning skills and areas for improvement State desire to support learning improvement & your goal that all students will select effective strategies	Vividly describe course's value in real-life context Log in 2-3 times; be responsive and genuinely enthusiastic Guide students' reading (look for *this*…compare…) Summarize self-assessments & improvement goals; urge peer support to aid all students Post "primer" on metacognition & model it in a discussion post Ensure an early success for each student; praise and document it Recognize every student in some manner Decide to reduce "mental miles" between faculty and students Internalize caring & show sincere interest in course and all students Consider cultural, diversity factors that could affect motivation	Urge formation of peer learning support pairs Introduce peer critiques of thinking/writing Demonstrate & promote deep versus superficial thinking Stress belief in students' ability to succeed and grow via course Create context Introduce R_2A_2 *Recognize* *Relate* *Assimilate* *Apply* (Hill, 1960) See Appendix B Summarize and connect the core course elements Clarify course expectations, performance, and grading Ask students for their best effort: *to benefit them* Question to self: What effect am *I* having upon my students' motivation to learn?	Aid discovery via good questioning Encourage links among course, life experiences, current events Illustrate type of performance expected Model & discuss expert thinking & processing Praise, reinforce quality efforts Give feedback to each student 1:1 Correct privately and respectfully In group setting, affirm everyone - sincerely Re-assess the nature and ways of *your* thinking Reflect upon the impact you have on your students JOT DOWN YOUR IDEAS HERE:	Post & praise student reports of learning improvements "What is/isn't working well in our course?" Asked of the class Summarize course journey to date Schedule time for reflection on subject and on learning successes & challenges Plan efforts & focus for rest of term Devise a plan to motivate self for balance of course Continue using psychological lens to view each student's attitude, effort & performance & adjust yours accordingly WHAT ELSE CAN YOU THINK OF?	Summarize & reinforce CLOs* within context of the major, global society, etc. Emphasize the value of overt learning for academic & career success Encourage all students to extend insights by constantly re-framing the subject matter Urge students to explore the more complex issues & their implications on broader scale Reflect, record lessons learned while teaching this course, for future use HOW CAN YOU USE THESE EXPERIENCES TO IMPROVE YOUR OWN TEACHING & LEARNING? *CLOs = Core Learning Outcomes

According to McKenzie et al. (2000), the major obstacles interfering with instructor motivation include:

- Decreased live, face-to-face interaction with students
- Lack of time to plan and deliver an on-line course
- Lack of support & assistance
- Burden of training time to learn & update technology skills
- Inadequate compensation & incentives
- Heavier workload
- Slow computer access

Deubel (2003, p. 1) argues that "an instructor's attitude, motivation, and true commitment toward instruction delivery via distance education programs" have a direct bearing on the quality of online instruction. To optimize faculty motivation and thereby enhance student learning and foster student motivation, one must maximize the incentives and minimize the obstacles. As instructors move from the traditional classroom to the online learning environment, their roles change from "teacher" to "facilitator, mentor and coach" (Yang and Cornelious, 2005, p. 216), or "learning catalyst" (Volery and Lord, 2000, p. 4).

The following suggestions can help to support online faculty as they make this transition, and to sustain their satisfaction and high level of motivation (Crumpacker, 2001; Deubel, 2003; Rockwell et al., 2000; McKenzie et al., 2000; Rockwell et al., 1999; Yang and Cornelious, 2005):

- Training with emphasis on:
    - Online pedagogy
    - Adult learning theory
    - Technology skills
    - Course facilitation
    - Institutional Policies & procedures
- Communication with administration
- Peer mentoring
- Evaluation of instructors & courses
- Ongoing training in course delivery/management system
- Professional development opportunities
- Ongoing technical support
- Manageable class sizes
- Reward system (Priority course assignment, stipend awards, release time, etc.)

Motivated instructors are better able to guide and motivate students as they assume a more active role as online learners. Students are more likely to have a positive learning experience with instructors who hold a positive attitude about teaching online (Yang and Cornelious, 2005; Volery and Lord, 2000).

Conclusion

As we shift from an institution of face-to-face student-instructor interaction to online instruction it is increasingly important that we dedicate the needed time and resources to programs that address the unique challenges of online students. It is important that we embrace the factors that motivate our students, predict the success of our students and reflect the practices of successful online instructors in online teaching.

As we shift from an institution of face-to-face student-instructor interaction to online instruction it is increasingly important that we dedicate the needed time and resources to programs that address the unique challenges of online students.

From this research, we may both gather and add to the best practices employed by instructors in the motivation of online students. As indicated by the observations of the authors within the context of this study and through faculty evaluations and observations, a clear distinction exists between the needs of in-class versus online students. Further, the motivators of online students include, but certainly are not limited to, timely course material, information sharing between faculty and students, and mediation and moderation by involved instructors. Each of these factors involves dedicated and motivated instructor interaction which, in turn, affects student motivation. The current research points to a need for ongoing and further research in the area of motivating our growing population of online students.

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Appendix A: Gagne's Nine Events of Instruction

Instructional Event	Specific Action for Faculty
Gain and control students' attention.	Enthusiastically describe your own interest in the course/topic and its value to you. Motivation sparks motivation.
Inform students of expected outcomes.	Describe the journey about to begin.
Stimulate recall of relevant prerequisite capabilities.	Remind students of their previous mastery of necessary verbal and intellectual skills.
Present the stimuli for learning, according to the kind of learning required.	Introduce course material in an orderly and well-organized fashion.
Offer guidance for learning.	Carefully constructed questions induce discovery. Students practice using concepts; solve problems, etc.
Provide feedback.	Prompt, frequent, specific feedback during early stages is critical to achievement, self-efficacy, and motivation. Encourage and guide students to provide their own feedback – assess their own learning for completeness and accuracy (metacognition).
Appraise performance.	Provide multiple opportunities for students to demonstrate and verify achievement. This promotes retention, self-efficacy, and enhances motivation.
Make provisions for transfer of knowledge.	Periodically ask students how they are connecting what they are learning to their own lives. Generalizability promotes learning, motivation, etc.
Insure retention.	Assign practical learning tasks that require recall and significant effort, etc.

Appendix B: R_2A_2

Recognize → Relate → Assimilate → Apply
"R_2A_2"

Napoleon Hill, author of the highly acclaimed 1937 book, *Think and Grow Rich*, is credited with this phrase. Hill, an American, was referring to a systematic method by which a person could grow in wisdom and thereby become more successful in achieving his or her goals. Hill's powerful and practical words resonated with millions of Americans who were struggling against the Great Depression.

To apply R_2A_2 to teaching and learning in the online environment, an instructor might assign a learning activity such as a well-focused discussion forum. Students would be expected to identify connections among course material, posts by their peers and instructor, and their own contributions to the discussion. The first step is to *recognize* a concept as familiar, then to *relate* or connect that concept to

another concept – perhaps a newly introduced idea, or even a foundational concept from previous course material.

Once the student has recognized and related the concepts, he or she is to *assimilate* or weave them into the context of the discussion, unit, and course. In so doing the student actually uses the material which embeds it further into memory.

As the new information becomes personalized knowledge it can be applied to present and future situations. In the online learning environment, such situations might include further discussion postings, online debates, case studies, or essays such as position papers. Each of these learning activities strengthens student engagement with the material, and thereby potentially enhances learning outcomes.

Appendix C: Training in Metacognition – Case Study

One method for enabling students to achieve metacognition that fosters the development of mastery orientation is to introduce readings and discussion designed to stimulate introspection about motivation and the learning process. As Svinicki (2005) indicates, two main areas of student motivation exist:

1. Extrinsic, performance oriented – externally driven; where students are motivated by grades, diplomas, career advancement, increased status, renewed financial aid, etc., which leads to more superficial learning with shorter retention.
2. Intrinsic, mastery oriented – internally driven; where students are motivated to learn purely for the sake of learning which leads to deeper learning with more enduring retention.

The two motivations can exist simultaneously (Svinicki, 2005). The goal for educators is to encourage students to place more emphasis on intrinsic learning.

To accomplish this in the instructor of an online *Introduction to Women's Studies* course requires the students to read Adrienne Rich's essay "Claiming an Education" during the first week of class (Rich 1977). Rich gets to the heart of student motivation. She encourages students to accept responsibility and become active participants in their learning. She tells students to take risks; to take courses that challenge them; to seek out criticism. "It means assuming your share of responsibility," she writes, "for what happens in the classroom." Overwhelmingly, Rich's essay is successful in conveying her message. The following excerpts from student reaction papers, quizzes, and discussion forum postings demonstrate how effective this assignment is in evoking student introspection:

> Student A: Adrienne Rich states to think of yourself as claiming your education rather than receiving your education. I thought to myself, "Hey, I never thought of it that way."
>
> Student B: If you're claiming your education you are always finding new ways to challenge yourself in school. You're also taking criticism, and using it to push yourself further. To receive an education is to be passive and not involved, not taking things serious at all including yourself.
>
> Student C: To claim an education is to go to college knowing that you want to satisfy yourself and to receive an education is to go to college to satisfy someone else's desire for you.
>
> Student D: "Claiming an Education" is about how women have the right to claim an education and not just receive one. I never really thought of the word ''claim" in the context of getting an education before.
>
> Student E: It is about taking responsibility toward ourselves. That means pushing yourself to the limits and learning all there is to be learned. Taking the harder classes and taking it all in. Not selling yourself short.

Student F: Rich explains that in order for students to claim their education they need to "demand to be taken seriously" which includes seeking out criticism, recognizing that it is great when someone demands that you push yourself further and shows how much and how far you can go. All in all, receiving an education would be getting a normal education and not exploring, but claiming an education would be demanding and pursuing every aspect of education to its fullest.

[Retrieved from *Introduction to Women's Studies*, Lisa Bunkowski, Florida Community College Jacksonville, 2007. Students A, B, & C, Spring session A; Students D, E, & F, Spring session B].

Positive Expectations:
A Reflective Tale on the Teaching of Writing

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A case study on the teaching of writing, this paper discusses what motivates students in a freshman writing course to complete increasingly difficult writing assignments. The study provides a glimpse into how one class of freshman students developed positive expectations for writing a paper about a difficult poem by helping each other map strategies for reading and writing.

Introduction

> "We are not researchers in other people's classrooms...but reflective practitioners in our own classrooms, searching for insights that will help us understand and improve our practice."
> —Glenda Bissex, *Partial Truths*

As the fall term approached, and I worked on my syllabus for English 105, I concentrated on two intertwining goals: 1) to motivate students to engage in reflective learning, and, 2) to help students develop positive expectations for their writing. To accomplish these goals, I needed to create assignments that would provide the students with opportunities to work together to write, revise, and reflect. I also needed to spend less time talking and more time observing in the classroom in order to understand how students learn. Although I did not think at the time that I was planning a case study, as classes got underway and I developed a more intentional approach to my teaching, I realized I was seeing through the lens of a teacher-researcher. Not only did I want the students to become more self-reflective and positive, but I wanted to achieve that myself as well.

Not only did I want the students to become more self-reflective and positive, but I wanted to achieve that myself as well.

Glenda Bissex writes that case study research "requires a certain frame of mind—a readiness to hear and to see, a capacity for suspending, or being jolted out of, our usual interpretations of classroom events" (192). It was this "certain frame of mind" that I wanted to nurture in order to help create a positive atmosphere where every student felt that what they did (and what they did not do) mattered.

English 105 and Writing Assignments

English 105, the first freshman writing course at Park University, introduces students to the writing process, focuses on personal writing to explore academic questions, and places heavy emphasis on revision. I assign three major essays, and numerous shorter pieces written both in and out-of-class, sometimes asking students to read short nonfiction essays as a prompt. Occasionally I use a piece of literature as a prompt, although it is not a course in writing about literature.

Each student develops a portfolio of writing, which includes a reflective essay written at the end of term. One important outcome of writing portfolios, as Jeffrey Sommers has written, is to "encourage students to revise because it suggests that writing occurs over time, not in a single sitting" (154). Portfolios also increase motivation, particularly since students have some choice about what to include. Finally, the use of portfolio assessment helps students engage in self-reflection, and helps them develop critical thinking. In their essay, "Metacognition

and the Use of Portfolios," Karen Mills-Courts and Minda Rae Amiran explain how portfolios are used as both a pedagogical tool, and an assessment tool:

> Most of the best research on cognitive development suggests that it is extremely important to create situations in which students must think about their own thinking, reflect on the ways in which they learn and why they fail to learn…It's clear that the more students are aware of their own learning processes, the more likely they are to establish goals for their education and the more deeply engaged they are in those processes (103).

To take this one step further, the more students grasp why something is difficult for them, the more insight they gain, the less mysterious academic inquiry is for them, and the more motivated they become to engage in learning. Some of the most compelling writing I have seen in student portfolios is when the student analyzes why he or she had difficulty with a particular assignment.

For the class, I design progressively more challenging writing assignments throughout the semester. However, I always embed questions and opportunities for discussion that help students relate the material to their own lives. Barbara Davis, a theorist on motivation, has written, "whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom" (1). She goes on to note, "good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly" (1). This means that at the beginning of the semester students need opportunities to succeed in order to bolster their self-confidence and willingness to take risks, which results in learning.

Therefore, in the second week of the term, I assign a paper on "My History as a Reader and a Writer" as the first major assignment. Students are asked to think about favorite childhood books and focus on their own experiences reading and writing. They see themselves (perhaps for the first time) as accomplished scholars. Many express surprise at recalling so much about their childhood, the books they read, and learning to write. Some recall unpleasant memories about feeling humiliated in class, and not wanting to read or share their writing with anyone as a result. Remembering and writing about these early experiences, they begin to make important connections between their early experiences as readers and writers and their current attitudes toward reading and writing as college freshmen.

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The second major assignment is open choice, with parameters governing audience, purpose, and scope. This open choice assignment provides students with control over the assignment, which increases their level of engagement and motivation. For some students, however, this assignment presents deep challenges, since they must make their own decisions about what to write. Some express surprise at how uneasy they feel without the usual guidelines governing topic choice. One-on-one conversations with such students help them through this uncharted territory. They also work in groups to discuss their ideas prior to writing. Often they simply need encouragement to develop their ideas, and permission to write on topics they didn't think were academic enough. Such open-ended assignments help students to develop as writers, as they are faced with making important choices on such issues as point of view, focus, and the use of detail.

With all assignments, students have the option to work on their papers independently, with one other person, or in groups. This element of choice, while small, nonetheless increases both engagement and motivation. Donald Murray, a

Pulitzer Prize winning journalist and former professor of writing, describes practical advice on helping to motivate student writers in *A Writer Teaches Writing.* He advocates simple enthusiasm for student accomplishments and sharing excitement about writing and reading. He admonishes teachers of writing to accept each "student's own writing goals…and helping that student achieve the goal" (231). It's like handing over the car keys; it shows you trust them. If students know you take them seriously, they will take themselves seriously, and in turn, they will take their writing seriously.

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The third major essay assignment I require usually involves some kind of reading. Although I normally assign a piece of nonfiction prose, last fall I decided to assign "The Rime of the Ancient Mariner," written in two versions in 1798 and 1817 by English poet, Samuel Taylor Coleridge. I wanted the class to read something challenging, and something from an earlier century in order to give them some sense of tradition and genre in writing. I drew from the work of both Glenda Bissex, who asks for students to read and write associative responses to poetry rather than literary analysis, and Kathleen Blake Yancey, who asks students to read and explore what they do not understand. Both rely on close readings of texts. Yancey writes:

> Not-understanding is not an absence, but rather an acquired art. As students learn, articulating what they don't understand is a critical first move toward a fuller, more complex understanding… We…read…as far as we can. We start with what we *do* understand, spending the time we might otherwise have spent asserting that we can't understand…we read, taking the poem as far as we can, and then trying to see how and why we get derailed (45).

When I gave the assignment to read "The Rime of the Ancient Mariner," I told the class that I did not expect the poem to be the primary focus of the paper, suggesting instead that students relate the poem to their reading experience or to some event in their own lives. When explaining the assignment, students received written directions to simply read the entire poem over the weekend, perhaps take a few notes, but not to do any writing until we discussed the poem in class. They were to bring one comment about it to the next class. I suggested they write down their initial thoughts, which might include questions about the poem, to prepare for class discussion.

When I urged them to have fun reading the poem, I could tell by the way they rolled their eyes they thought I had gone too far. We all laughed, and I warned them that the poem was indeed strange and challenging, but that in the next class we would discuss the poem, and brainstorm orally in class as well as write brainstorming lists of ideas that might be developed into a paper. My expectations in assigning Coleridge's poem were high but realistic. As Barbara Davis notes, such expectations mean that "your standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet those expectations" (2). By setting up incremental steps, I hoped to provide opportunities for student success, and prevent them from feeling discouraged by the assignment. I also shared my own enthusiasm for Coleridge's poem.

"I don't know what to write!"

In the next class, I asked the students what they thought of the poem. When I realized that no one was willing to look at me, let alone volunteer an opinion, I asked how many had been able to read the poem. Had it been difficult?

Did they like it? What did they think? Hands went up, and slowly students began to volunteer.

Many claimed that they "hated" poetry and didn't see the point of having to read and write about it. After all, as Sharon noted early in the conversation, "It has nothing to do with my life." Most students thought the main problem was the language of the poem. To them, it was "old English." Not only individual words, but the phrasing and word order were to them "old fashioned" and "hard to understand." Since Coleridge had deliberately used language that was archaic even in his day when writing "The Rime," the students' reactions were actually pretty close to reality, and I pointed this out to them. Surprised to receive praise for their observation, they appeared to feel relieved knowing that they hadn't gotten it all wrong.

Dawn said simply, "I don't know what to write about. I read the whole poem, but I still don't understand it and I just don't know what to write about." It was obviously too soon for her, and others, to write about the poem when reading it was still an obstacle. I suggested that we talk more about our reading process. Some had tried to read it at night in bed, some had tried to look up every word they didn't know in a dictionary, others had simply closed the book intending to try again later. All had engaged in some kind of reading strategy, though without the positive outcome they had hoped for.

"Did anyone read the poem aloud?" I asked. Only two hands went up, and everyone else looked surprised.

"Why did you read aloud?" I asked, "and what happened when you did that?"

And then the best happened: Alicia, who seldom spoke in class, noted that although the poem was difficult for her, she remembered having read portions of the poem aloud when she studied it in high school, which had helped her get a better sense of what was happening in the poem. Since the technique helped her in high school, she tried it again this time.

The Flood Gates Open

Suddenly, the students could not volunteer fast enough to tell of their experiences reading the poem. They talked about where they read the poem, how many times they read it, what lines were particularly difficult or memorable. We talked about what "happened" in the narrative poem, who the characters were, what the mood was, and what they thought the albatross was.

"…and then," said Alicia, "when I started realizing what was happening in the poem, I thought, 'this won't be so bad to write about.' And I looked at the homework assignment you gave us, and I thought, oh, I can do number 3: write about a time when I experienced something kind of spooky, or supernatural."

Although her account was brief, she recounted her study practices, sharing both self-reflection and meta-cognition, all higher-order learning practices. As she spoke, I saw lights go on in the eyes of most of the other students. They were not just listening, but actually hearing Alicia talk about her experience, and they were learning from it. They also began to shed some of their inhibitions as they realized that it was okay if they didn't understand everything. By now, the class was having a genuine conversation with each other about *learning,* using their own experiences with the poem. They described what they did when they read the poem, and talked about *how* they read, rather than focusing only on *what* they read.

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Although now Alicia was teaching the class, neither she nor the rest of the class realized it. What they did realize is that they had broken through a difficult

barrier in reading the poem and had made personal connections to it. Dawn asked, "You mean I could write about how I read the poem? Would that be okay?"

I responded, "Yes, that would be one way to approach the assignment."

Ted volunteered, "Well, actually, the ancient mariner made me think about my grandpa. He was a mariner in the China Sea and I thought I could write about how the poem made me think about him. Would that work?"

By the time class ended, almost everyone had expressed at least a fragment of an idea for the paper. Motivated by hearing Alicia's story, Dawn's question, and Ted's idea about his grandpa, they became engaged in the assignment, eagerly exchanging ideas with one another. No one mentioned grades, only ideas. Now fully engaged in what Paolo Freire calls "problem-posing education," they had developed, as Freire writes,

> their power to perceive critically *the way they exist* in the world *with which* and *in which* they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation….and thus establish an authentic form of thought and action (328, Freire's italics).

Learning that there were many ways to address the assignment, they gained self confidence, which stimulated more ideas. They returned to the next class period with the beginnings of a rough draft, eager to talk about their ideas. Joe was delighted to report that after reading the poem he now knew the source of "Water, water every where,/ nor any drop to drink" (Coleridge 35 ll. 121-122), lines he had heard previously, but for which he had not had a context. Others nodded agreement, and expressed satisfaction that they could now tell others the origin of those lines.

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They had done what they thought they couldn't do: they had read the poem, realized it was okay not to understand everything about it, and had begun to write lists or rough drafts. They had accomplished a great deal. As their tentative drafts became more concrete, their voices became more authentic, and their writing became more honest. Sharon wrote:

> What I ended up finding out was that the poem wasn't as bad as I made it out to be. It was bearable.... [What] helped me to understand the poem was the class discussion we had about the poem. Everyone shared their thoughts and ideas about it. To me this was helpful. It let me know what others thought about the poem and I figured out that I was not the only one who didn't understand it or like it. Everyone had their own thoughts about this poem and how they perceived it. Everyone related to this poem, but in a different way….The Rime of the Ancient Mariner was not something I enjoyed reading, but it wasn't something I should have dreaded to read. It was better than I gave it credit for (Unpublished Student Paper).

For Sharon, the class discussion remained key to her understanding of the poem. Although she did not like "The Rime of the Ancient Mariner," she learned that it "wasn't as bad" as she thought, and that she should not have "dreaded" reading it. Her shift from negative to neutral assessment illustrates a major shift in her understanding of the assignment and helped establish for her a sense of positive expectation about her ability to write her paper. While she hasn't opened the door completely, it does not appear to be closing anytime soon.

End-of-Term Portfolios

By the end of the term, the students had written and revised their essays many times. As students came to my office to hand me their portfolios, many said proudly: "I didn't realize how much writing I had done this term!"

The reflective essays revealed how much these students had learned about themselves and about the various stages of invention, writing, and revision. They included powerful and genuine stories about freshman students developing academic habits of mind as they crossed the border from high school to college. Sam's reflective essay ends with an assessment of how and why his attitude changed in the course:

> For the first time since I don't know when, I feel like I have received an education in the course, versus a letter grade. Usually I finish classes and get a decent passing grade, but feel none the wiser. This course actually surprised me and I feel like I gained more from this course than any other I took this semester. I'm really not trying to exaggerate things to suck-up; I'm being one-hundred percent honest about this. I had low expectations for this class because of previous experiences in writing classes. I'll even admit that towards the middle of the semester I felt I was learning nothing at all, when I was and I just didn't realize it. Most of what I was learning was how to write better papers, and I just wasn't paying attention to what I was accomplishing. The goal of college is to get an education, and be more informed. This feeling of getting educated is so much of a better feeling than an "A" grade I've ever received. I'm glad I've taken this course and feel confident in moving to the next level of classes (Unpublished Student Paper).

Sam's initial low expectations for the class echo Sharon's low expectations for "The Rime of the Ancient Mariner." Both writers speak confidently and honestly in authentic student voices. Sam's essay shows positive expectations for moving forward with his education, and makes a clear distinction between receiving high grades and acquiring an education. His paper also speaks to the impact of positive encouragement in motivating students to achieve their best.

In reading these and other reflective papers that came out of that class, I was humbled by each student's capacity for reflection and expression, and by their willingness to write about their own vulnerability as learners. They were often harder on themselves than I expected. Not all the students presented "A" portfolios, but at this point that mattered less than the confidence with which they wrote their final essays. It was clear to me that they were ready to move on. While their writing showed varying levels of competency in using the conventions of written English, all illustrated young writers at work unafraid to write and willing to test their voices in an academic setting. Best of all, their essays actually said something. None of them were trying, to use Sam's words, to "suck up."

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Ken Bain writes in his study of what the best teachers practice, "We will not reach all students equally, but there is something to learn about each one of them and about human learning in general" (174). Through reflective teaching, individual students became more defined, the classroom became more energized, and students became more motivated. As I studied my classroom, I re-learned the

obvious: if you ask your students to become self-reflective, you must also ask it of yourself. No matter what or when you teach, if your teaching practices are self-reflective, you are researching, or as Glenda Bissex notes, you are *re-seeing*. The more I re-searched my classroom the more clearly individual students' stories emerged. And that is what it comes down to: individual students and what helps them learn (and want to learn). "The process of observing even a single individual," writes Bissex, "sensitizes us that much more to other individuals" (172). That is an obtainable and worthy goal, with positive implications for student motivation.

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Note: Names of students have been changed to protect the privacy of the students.

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Cooperative Learning, Responsibility, Ambiguity, Controversy and Support in Motivating Students

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This paper argues that student motivation is nurtured more by intrinsic rather than extrinsic rewards. Rather than relying on grades alone to stimulate students, this paper explores how engendering a natural critical learning environment can give students a sense of ownership in their own learning and lead to their commitment to that learning. We examine uses of cooperative learning, shared responsibility, ambiguity, controversy and support in student motivation.

Introduction

The question of student motivation in the college classroom often arises and is neither a casual nor an idle question. Important material delivered by an exceptional scholar may fall on fallow ground if students are not motivated enough to cultivate it. In his book "What the Best College Teachers Do", Ken Bain recounts the scholarship regarding student motivation. Extrinsic rewards (grades, for example) eventually fail to keep students stimulated. Such extrinsic rewards can come to be seen by students as manipulative or unattainable and, thus, less significant in terms of maintaining student interest. Intrinsic rewards, such as constructive criticism appear to be more effective in keeping students involved (32-34). Using fundamental, "big" questions can also be used as a kind of intrinsic reward (38).

Cooperative learning through group projects may also provoke students to strive. "In a cooperative atmosphere, students are motivated out of a sense of obligation; one ought to try, contribute, and help satisfy group norms" (Biehler and Snowman 7; see also Boyer Commission 19). Motivation is also sparked by giving students shared responsibility with the instructor for achieving goals (Teeples and Wiebman 4). Students usually have some intentions when entering a course, which faculty should be open to listening to and, when appropriate, incorporating into the course.

Felder and Brent speak of students who take a "deep approach" to learning. These students "routinely try to relate course material to other things they know, look for applications, and question conclusions" (2; see also Bain 40). Certain approaches taken in class can tap into this outlook, particularly using topics that may raise questions without answers.

The approach is one that reflects "education by inquiry" where students and instructors share in the process of discovery and where "students can become active rather than passive learners."

Combining these ideas on student motivation provides some methods to help students achieve and maintain interest not only in a given course, but in other courses that can be connected by students developing their critical thinking abilities. The approach is one that reflects "education by inquiry" where students and instructors share in the process of discovery and where "students can become active rather than passive learners" (Boyer Commission 24).

Cooperative Learning and Shared Responsibility

In addition to providing a way to divide the labor of a project, working in groups allows for each student's knowledge of the subject to be an important aspect of project completion, and therefore all the students must become engaged. The added pressure from their peers gives students more motivation to meet or even exceed the expectations of a given assignment. Members of the team provide mutual encouragement and assistance, thus making for a more positive learning atmosphere, rather than merely a competitive one.

In evaluations of Professor Brecke's Political Science courses over the last five years, students have consistently indicated that sections of courses utilizing cooperative learning provided insights and interest that lectures alone did not. Boyer points out that learning should be active, not passive: "It is a process of discovery in which the student is the main agent, not the teacher" (150-151, 155; see also Boyer Commission 24).

Along with the increased peer pressure, using teamwork is a good way to approach the subject in a new and different way, which maintains interest and motivation. Cooperative learning is accessible in all learning situations; thus, it can help to improve student motivation (Biehler and Snowman 9-11).

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By working in groups, students help each other succeed and therefore build their own self-esteem. The cooperative learning atmosphere gives teachers an opportunity to allow students to establish policies and classroom procedures as well. This empowers the students, which creates a positive learning environment for all. When working cooperatively as a team, all the team members earn the same reward. Thus, these positive aspects of cooperative learning lead to increased intrinsic motivation and better leadership skills for the students.

Group projects must be associated with the overall learning objectives of the course and the expectations of the students. Here the professor needs to listen to the students when designing group projects. One beneficial alternative would be to offer multiple types of projects and allow students to determine which are most appropriate. Students have a stake in each course they take and should be given some say in what the course will provide. This attaches a sense of responsibility for the course to the student as well as to the professor. Pride of ownership can successfully motivate, but input from the students can provide even more than just motivation. Once students assume partial responsibility it becomes incumbent upon them to fix problems as they arise and not just complain about them.

If a project develops some snags, students will have the incentive to produce solutions. For example, Dr. Brecke often asks groups of students to play the role of the ultimate decision maker at the Food and Drug Administration. The problem they face is that some common ailment (colds, arthritis, etc.) can be cured, but that the cure produces death for no known reason in some percentage of those who take it. Students are asked to find an acceptable death rate that would permit them to release the cure to the public. No other information is provided to the students. Students are then faced with differing points of view not only over death rates, but also over whether warning labels should be included, whether the cure should be prescription only, and whether age limits should be placed on the use of the cure. Students work through these problems as the encouragement of critical thinking, the benefit of shared responsibility, and the emphasis on student-developed solutions offer them an incentive other than just grades. . Learning what is not possible is just as important as learning what is possible, and therefore a project that perhaps overreaches should not be rejected out of hand. Problem solving of this nature can produce critical thinking and confidence. (Also see the case study in Appendix A)

Ambiguity and Controversy

Often we are so concerned with communicating what a particular field of study knows that we miss the importance of sharing that that is not known, or at least that which is not known with certainty. Ambiguity plays a significant role in stimulating student interest in and retention of material. Uncertainty also gives spark to critical thinking that, when developed, is a motivational factor itself. Ambiguity requires that a higher level of learning than rote memory be engaged. If there is no single answer to a problem, students realize that a mere recitation of what the book or lecture says is inadequate. Together, uncertainty and critical thinking give the student a sense of responsibility for their learning as well.

Ambiguity requires that a higher level of learning than rote memory be engaged. If there is no single answer to a problem, students realize that a mere recitation of what the book or lecture says is inadequate. Together, uncertainty and critical thinking give the student a sense of responsibility for their learning as well.

Bain suggests that the "big questions" underlying many topics can be used to give students the ability to make linkages between topics, courses, and even fields of study (38). He argues that creating a "natural critical learning environment" is the best way to encourage student learning and motivation. This environment is challenging yet supportive; it is an environment where "people learn by confronting intriguing, beautiful, or important problems, authentic tasks that will challenge them to grapple with ideas, rethink their assumptions, and examine their mental models of reality" (18).

Inserting uncertainty into the course material is not all that tricky. It takes a somewhat stout heart, however, as the professor must overcome the impulse to maintain control through, if nothing else, having the answers. Faculty members must have the confidence in themselves to reveal to students that they are not the oracle. But this revelation itself may spur intellectual activity on the part of the students as they are forced to provide answers for themselves. Faculty members are, in Bain's words: "empowering… students to find their own creativity" (2).

The American Association of Colleges and Universities found in its study Integrative Learning: Opportunities to Connect that integrative learning—helping students connect across courses, fields and time—can be assisted by presenting students with contradiction. Moreover, if these presentations are about real-world problems, and seek to apply several areas of knowledge to those problems, students are better prepared to face similar problems in their own lives (1).

If learning is best incubated in an atmosphere of challenge and support, then what better way to foster that atmosphere than for professors to join their students in discovery? Some very practically minded students (and professors) may balk at such an approach. But even the most practical will gain insight into solving practical problems by examining problems that evolve into uncertainty. It is the journey, not the destination that counts. Many seek post-secondary educations that will supply them with given solutions to given problems. Much of the real world, however, will not present our graduates with "given" problems. The realization of this is the basis for suggestions made in the Boyer Report (17, 20-21) and in Boyer's own work (Chs.17, 20 and 21) that students should be engaged by post-secondary education to see the forest for the trees. Students should be awakened, he argues, to the interconnections in life and become foxes rather than hedgehogs. Many of the problems students will face may not fit neatly into prearranged forms. Instead, many problems will be unique and will require adaptability.. Solutions, unless carefully crafted to the situation at hand, may contradict goals in other areas, or may even create the unintended result of creating new (and perhaps greater) problems. Facing such situations may overwhelm students who have not had the experience of confronting ambiguity.

If students are comfortable with ambiguity and its attendant critical thinking, they will not be put in a panic by problems that appear to only have either/or solutions, neither of which will lead to the highest degree of success. False dichotomies may be exposed for what they are by those who have been faced with a learning process that encourages solid reasoning about alternative approaches.

The introduction of controversy to course material can give students (and faculty) practice in the world of ambiguity. Controversy in a field of study doesn't necessarily mean that some answers aren't better than others, but that there are challenges to answers that need to be grappled with intellectually. Darwin versus Creationism in biology, Friedman versus Keynes in economics, and ideological versus socio-economic explanations for voting patterns are all examples of such controversies. These controversies provide the opportunity to explore subjects that go beyond doctrines. This might also lead to getting beyond what might be false dichotomies. Moreover, by exposing students to such controversies it naturally follows that discussions of the various influences each of the sides would have on other fields of study and society in general would ensue. This gives each field the incentive and occasion to link itself with a much broader spectrum. It would also make the material more relevant to the lives of the students, which encourages them to take more responsibility for their learning. (See the case study in Appendix A.)

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Using controversy establishes a course as one that encourages what Bain calls "deep learners". These are people who "respond primarily to the challenge of mastering something, of getting inside a subject and trying to understand it in all of its complexity" (40; see also Felder and Brent 2). These students will respond to material that asks the bigger questions and will attempt to put course material into a larger context from which they can see connections to other material, classes and subjects, and controversy leads to these larger questions.

Support

Many students have had experience with professors who, at the very least, appear aloof and even disengaged. They don't relate to the student very well and therefore tend to be unsuccessful as teachers (though they may be very fine researchers). These professors offer little in feedback, constructive criticism or support. It is not that they don't have high standards, but rather that they have high standards for which there is only one measure submitted: the final grade. While they have high standards, their expectations for students are low.

The "natural critical learning environment" is one where students are challenged yet supported. This environment creates conditions where students "believe that their work will be considered fairly and honestly; and try, fail, and receive feedback from expert learners in advance of and separate from any summative judgment of their effort" (Bain 18, 99-103). This environment is a direct challenge to that of the disengaged expert.

To create such an environment, instructors must first trust that students have the ability and willingness to become critical thinkers and learners. If they don't believe students can handle challenges, that they don't want to go beyond rote memory, and that they aren't prepared to take some responsibility for their own education, then the odor of failure has already begun to seep in. It would be interesting to know for those instructors who do not have this trust what exactly motivated them to become post-secondary teachers.

The atmosphere in the classroom should include shared expectations. While asking students what their expectations are in the first meeting may provide some broad answers, it is more helpful to delay such inquiries until the completion of several sessions. During these sessions you should explain your commitment to the course, the integrity of the learning experience and what challenges lie ahead. After students become familiar with the basic course material you will find that their judgments as to what they would like to see coming out of the course are more focused and attuned within the parameters of the course material.

A course should use what might be called developmental assignments. Rather than presenting students with discrete exercises that are handed in, graded, returned and are replaced with a new assignment, developmental assignments are those that students work on over a period of time with several opportunities for feedback. Portfolio-based courses are useful in furthering these ideas. These assignments need not be semester-long, but they should provide students with the opportunity to learn as they go along. Students respond to high expectations linked with such assignments because they judge that the teacher "believed the student had the capacity to benefit from advice" (Bain 77). That is, not only will developmental assignments create high expectations and high standards draw students to improve their performance, but these assignments will also let them know that the professor has confidence in their ability to improve. This isn't simply massaging their self-esteem by making everyone feel good, but a true intellectual endeavor toward discovery and mastering of material as well as discovery of their own interests. This gives students an opportunity to feel comfortable even when uncertainty may lie in their path.

Motivation in the classroom, and life in general, must be authentic and therefore related to what students see as interesting and worthwhile. When students begin challenging themselves and asking their own questions, it is clear that they will go out into the world with understanding, and perhaps even a little skepticism, that will promote an ability to cope with problems that lie outside of the standard.

Conclusion

Motivation in the classroom, and life in general, must be authentic and therefore related to what students see as interesting and worthwhile. When students begin challenging themselves and asking their own questions, it is clear that they will go out into the world with understanding, and perhaps even a little skepticism, that will promote an ability to cope with problems that lie outside of the standard. The approaches discussed above also help develop critical thinking abilities, a key element in success in the modern world. After all, students will be facing opportunities and situations to which we don't even have the questions yet, much less the answers. By enriching their learning experiences through giving them responsibility, curiosity, as well as confidence in their own abilities, students will be prepared for those opportunities.

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Appendix A: Interdisciplinary Case Study

Professors John Lofflin (Journalism) and Ron Brecke (Political Science) have successfully used these approaches in several interdisciplinary courses which covered topics such as covering reporting and elections and economic development in downtown Kansas City. Students from both disciplines participated. In each case, assignments were made that required cooperative efforts on the part of small groups. For example, in the course on reporting and elections, students were to prepare content analysis of various newspapers and interpret the type of story it was and detect any bias that may have been present.

Ambiguity and controversy were easily introduced in these courses. Questions were raised as to why certain sections of Kansas City received more redevelopment funds than others. Problems of how journalism should be presented to enhance citizenship during elections were examined. All of this was done with the expectation that we were all learning together. While various reading resources were utilized, much of the headway made during the course was based upon the students' critical thinking about events as well as theories.

Both professors scrutinized the outcomes of these courses in comparison to courses that were taught by them in a more traditional fashion such as "Reporting", "Campaigns and Elections", and "State and Local Government". While both see the need to improve upon their interdisciplinary and team teaching skills, they saw an overall improvement with the quality of the thinking by the students in these interdisciplinary courses over more traditional courses. They were also both surprised that some of the goals they had set for the courses were not achieved but that others had been gained that were not intended or predicted.

A Unique Review Strategy that Motivates Student Learning

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The use of educational games such as crossword puzzles, word search puzzles, modified television game shows, or commercial board and card games are attempts to make learning more fun and motivational regardless of the level of educational experience. This article explains how I have employed the melding of many of these games into one motivational and educational strategy. Students who faithfully availed themselves of the activities consistently improved their test scores and their overall grades within the course.

The Problem

I am the faculty person you other instructors resent—I will admit it. I am the one that over the years has provided my students with a study guide or review for the exam. Then, when they come to your exam, you hear that dreaded question, "Is there a study guide for this test, because my other professor gave us one?" I have justified the use of exam study guides because in the sciences, and especially for introductory students, the material can be as daunting as learning an entirely new language. Initially, the biggest problem was how to motivate the student to use the study guide as a valid means to improve understanding rather than simply as a means for guided cramming the night prior to the exam. I wanted my students to become really excited about and motivated for the topic, in addition to studying for a particular exam grade. If points were to be tied to the study guide, then I needed to grade its use; otherwise, most students would not have availed themselves of the guide and then would have complained about a difficult test or a low grade!

I wanted my students to become really excited about and motivated for the topic, in addition to studying for a particular exam grade.

Background

Throughout my more than 35 years of teaching biology students, both at the secondary school and undergraduate levels, I have employed educational games, word puzzles, and commercially produced science board games to enhance student learning. Word puzzles, both those of my own making and those retrieved from text book ancillaries, have been used as review tools prior to exams. It was always believed, although never demonstrated statistically, that these actually improve student learning, as well as motivate students to better prepare and, generally to become more interested in the subject. Student exam scores appear on the whole to bear this out. More telling, in an anecdotal way, are the students' comments and obvious excitement when engaged in the challenge of the word puzzle, board game, or adapted television game show such as Jeopardy or Password.

A literature search into this area of word games and puzzles as motivation and review items reveals numerous articles in support of this educational method. A team of researchers in Australia report their fairly extensive review of the use of games and puzzles to stimulate class discussion of study topics. They conclude that "... the use of games and puzzles as a pedagogical tool is relatively common... Overall, first year biology students believe that the card game discussions and the crossword puzzles are useful aids to their learning and this finding encourages us to continue with their use, and develop more" (Franklin, Peat & Lewis, 2003). In a study by Weisskireh (2006), the use of crossword puzzles as exam review tools

garnered very favorable responses from students. Weisskireh reported that "Using a specially designed crossword puzzle provides an easy and engaging way for students to review concepts in preparation for a test." The narrative comments in the Results section of Weisskireh's article support his conclusions.

Other articles corroborated my suppositions, supporting in particular the use of such materials across the range of educational levels. Two examples report the use of modified television game shows such as Jeopardy (Rotter, 2004) and Family Feud (Glendon & Ulrich, 2005) for a range of diverse learners, from mildly disabled students to nursing students, respectively. In another article, a board game was developed for pediatric medical students and residents to help them review and retain knowledge gained during third-year clinical clerkships and resident rotations (Ogershok & Cottrell, 2004).

A Strategy of Blending

All of the foregoing simply provides foundation to my own use of educational games, not only as review items, but also as means to motivate my students. After years of using individual puzzles, games, exam review study guides, and even a simple "open door" policy for students to come to my office and spend time discussing review items, I discovered the use of a modified Bingo Game which employs a blending of many of the review items I had been using into one pedagogical tool. In the faculty development journal, *The Teaching Professor*, I discovered an article by A. J. Sutterluety, an instructor of exercise physiology at Baldwin-Wallace College in Ohio. "Bingo Game Decreases Procrastination, Increases Interaction With Content" (Sutterluety, 2002) was the perfect tool to allow me to meld a mélange of review items into one. Now, for each of my introductory courses, an option the student has to enhance learning is the use of a Biological Bingo Card.

After years of using individual puzzles, games, exam review study guides, and even a simple "open door" policy for students to come to my office and spend time discussing review items, I discovered the use of a modified Bingo Game which employs a blending of many of the review items I had been using into one pedagogical tool.

How It Works

Figure 1 below displays an example of a card used for an introductory plant sciences course. Copies are printed on heavy grade stock paper. Students are informed that they are to keep the original during the entire semester. The rules for using the card are printed on the back of each card (Fig. 2). Duplicate pages of the card and the rules are also available on the instructor's Web site. Students are instructed of the rules at the start of the semester and usually a week prior to the first exam, as a reminder that items for the exam are due on the day of that test. On the test day, the Bingo Cards, together with any and all of the exam column's items, are turned in at the start of the exam. While the students are testing, I peruse their review items and stamp the card for each item verified as being complete and correct. A record is kept of the students' progress and points. Usually, I have the review items evaluated and points assessed by the end of the test for students to pick up and take with them. Figure 3 is a completed Bingo Card from an introductory biology course. Note my use of different rubber stamp images for different exams to verify that points have been assigned by me and not by a student trying to enhance their grade.

Figure 1: Botany Extra Credit Bingo Card

EXAM #1	EXAM #2	EXAM #3	EXAM #4	EXAM #5
Chs. 1-3 Study Sheet complete & correct	Chs. 4-7 Study Sheet complete & correct	Chs. 8-10 Study Sheet complete & correct	Chs. 11-17 Study Sheet complete & correct	Chs. 18-24 Study Sheet complete & correct
Create a 10 pt. quiz with correct answers over Exam #1 concepts	Create a 10 pt. quiz with correct answers over Exam #2 concepts	Create a 10 pt. quiz with correct answers over Exam #3 concepts	Create a 10 pt. quiz with correct answers over Exam #4 concepts	Create a 10 pt. quiz with correct answers over Exam #5 concepts
Create a 20 word crossword puzzle	Create a 20 word word-search puzzle	Create a 20 word crossword puzzle	Create a 20 word crossword puzzle	Create a 20 word word-search puzzle
Find & report on a web site dealing with some concept on Exam #1	Find & report on a web site dealing with some concept on Exam #2	Find & report on a web site dealing with some concept on Exam #3	Find & report on a web site dealing with some concept on Exam #4	Find & report on a web site dealing with some concept on Exam #5
Submit the answers to 2 review questions from each chapter covered on Exam #1	Submit the answers to 2 review questions from each chapter covered on Exam #2	Submit the answers to 2 review questions from each chapter covered on Exam #3	Submit the answers to 2 review questions from each chapter covered on Exam #4	Submit the answers to 2 review questions from each chapter covered on Exam #5

Note: Developed, with modifications, from "Bingo Game Decreases Procrastination, Increases Interaction With Content" printed in the November 2002 issue of The Teaching Professor (Sutterluety, 2002).

Figure 2: Procedures and Rules

- All documents must be word processed and checked for typos and spelling errors.
- All items for a given Exam (i.e., all items in one column) are to be turned in to the professor the day of the unit exam. No points will be available for those Exam items (Exam column) after the exam is given.
- All items submitted for extra credit will be checked during the exam and verified, via instructor's stamp, on the student's bingo card; therefore, the student must bring the card to class on the exam day to receive verification.
- Each crossword puzzle is to include a minimum of 20 terms from the unit studied, a blank puzzle with clues on one sheet, and a completed puzzle/answer page sheet.

- (See http://puzzlemaker.school.discovery.com/CrissCrossSetupForm.html or some other web puzzle source such as http://search.teach-nology.com or build your own puzzle on graph paper.)

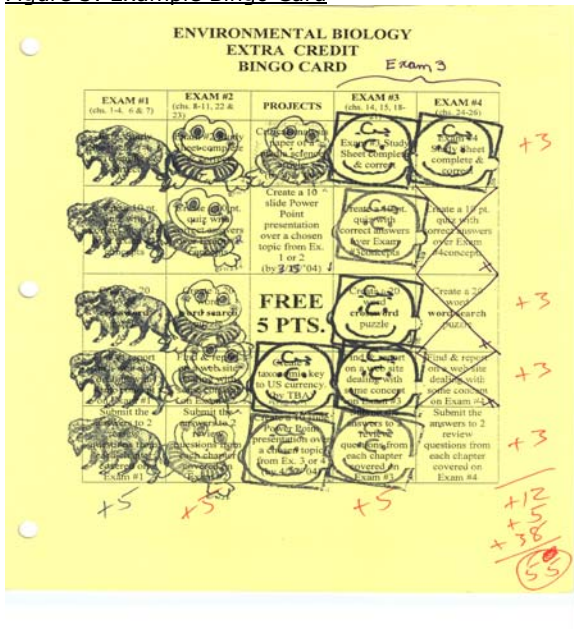
- Each word search puzzle is to include a minimum of 20 terms from the unit studied, an unsolved puzzle with words and definitions or clues for each word on a separate page and an answer page with words identified. (See: http://puzzlemaker.school.discovery.com/CrissCrossSetupForm.html or some other web puzzle source such as http://www.armoredpenguin.com or http://search.teachnology.com or build your own puzzle on graph paper.)
- Quizzes can be of any format the student chooses; correct answers are to be submitted with the quiz questions.
- Web site reports are to have a downloaded copy of the first page of the site and a one page critique of the site, i.e., what was the subject of the site, was it biologically correct, would you recommend it to others, etc. Write your report in two paragraphs, one as a summary of the site and the other as your opinions of its value, etc.
- Power Point presentation over a chosen topic can be either e-mailed to the professor as an attachment or can be copied onto a floppy disk and turned in to the professor by no later than the date given on the Bingo card.
- Disclaimer: The instructor has the right to reject any product that does not meet the quality expected from a college student—the student will be able to resubmit the item once for credit.

Bingo Prizes

- Each verified square = 2 bonus pts. added at end of course.
- Complete row verified = 3 additional pts. added at end of course.
- Complete exam column verified = 5 pts. added to that exam's total.

Note: Developed, with modifications, from "Bingo Game Decreases Procrastination, Increases Interaction With Content" printed in the November 2002 issue of The Teaching Professor (Sutterluety, 2002).

Figure 3: Example Bingo Card



Effectiveness

What I have found while using the bingo card as a review technique is that students who faithfully avail themselves of the activities, consistently improve their test scores and their overall grade throughout the course. Many students choose not to use the activities in preparing for the first exam. After the first exam, however, many realize they may need some review help. When they try using some of the study items, they find their own understanding and test scores improving. The few bonus points assigned on completion of the items raise their overall grade as well, but not as much as the structured study does. In addition, I encourage students to collaborate on some of the items, particularly the exam study guides. This has led to student-organized and student-led study sessions. If, prior to the exam, students come to me concerning concepts or terms on the study guide ifficult for them to discern, I am more than willing to help, but most of the time, they can find these items via a thorough search through their text, notes, or laboratory activities.

Conclusion

I have always wanted my students to be successful; to that end, I provide some type of review instrument prior to major examinations. My use of educational games was intuitive at first, but research, as referenced above, bears out their effectiveness at all levels of education. The strategy of blending crossword puzzles, student-generated quizzes, and a variety of study guide items into one Bingo Game has worked quite well for me and my students. The bingo card provides several items from which to choose in order to enhance study and learning. From my standpoint, I have a convenient way to check students' material and provide them with a few bonus points. Additionally, the general format of the Biological Bingo Card is quite adaptable to any course situation, making the game both unique and successful as a motivational tool.

My use of educational games was intuitive at first, but research, as referenced above, bears out their effectiveness at all levels of education.

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Williams has been a classroom teacher for more than 35 years dedicating the first three in a small western Kansas town where he taught all of the science in the middle and high school and coached three sports. Next, he taught for 15 more years at the high school level, teaching biology, health, and drivers training as well as coaching wrestling, all at another Kansas community. After earning a masters degree from Fort Hays State University, Hays, KS, he eventually moved to a small, private liberal arts college in central Kansas where he taught for 15 years. During that time he took a leave to complete his doctorate in education and conducted research on biological controls for crab grass at Ball State University, Muncie, IN. He has been teaching botany, health, and non major's biology on the Parkville campus for the last four years. He and his wife, Jan, who directs the Parkville campus Testing Center, enjoy reading, playing games, watching Pirate sports, traveling, and spending time with family and friends.

An Investigation of Students Attitude and Motivation toward Online Learning

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This study investigated students' attitudes and motivations toward online learning. Students in the online course, Introduction to the Visual Arts, were asked to complete questionnaires administered during the first and last week of the online course. A group of questions on Attitude was asked on both surveys. Questions on Interest, Self-management, and Locus of Control were asked only at the beginning of the course. The end of class survey included questions on Study Process Approach. Students in the study were found to have a strong internal Locus of Control. A significant correlation was found between a more internal locus of control and relying on surface strategies for learning. Another significant result was found on the Attitude pre- and post-course comparison regarding missing interaction with other students and getting more information through an online course. Generally, students' attitude toward online learning was more positive during the last week of the course than in the first week. The study showed that this online course provided a sufficient amount of student to instructor interaction, a high amount of student to material interaction, and a low amount of student to student interaction.

Introduction

Although Park University has offered online courses to students since 1996, the first online art course was developed during the summer of 2006. The primary purpose for the course was to satisfy general elective requirements of distance learning students. There was hesitancy on the part of faculty and administrators to allow art or design students take an online art course. Art history courses generally want students to experience the art personally, though trips to art galleries, or through the best reproductions available.

The starting point for this study was a group of questions regarding outcomes of the online course. Using the same assignments and exams, would students' grades be higher or lower in the online course? Would students feel they received more or less information in the online course? How would students feel about the online course? The next set of questions involved measuring students' attitudes toward the online course.

Determining how to measure student motivation was the first step in this analysis. Should a researcher ask students directly how motivated they are to learn, ask them to rate their interest in the subject, ask if their attitude toward online learning has an effect on motivation to learn, and measure how their study processes affect their motivation? Or does students' locus of control determine their result in online learning? Once it is determined how to measure student motivation, what will be the result of high student motivation? Will high internal motivation result in a high grade? Since a grade can be viewed as an external motivator, will high internal motivation have a negative affect on the course grade or no affect on grade?

Should a researcher ask students directly how motivated they are to learn, ask them to rate their interest in the subject, ask if their attitude toward online learning has an effect on motivation to learn, and measure how their study processes affect their motivation?

Student motivation in online learning can be determined by different factors. This study investigated several differing approaches to determining student motivation in online learning. Literature on *motivation in student learning* pointed to factors of individual interest, external motivation, intrinsic motivation, transformation of information into knowledge, and depth of study processes to determine how student motivation can be measured.

External versus Internal Motivation

External motivation generally consists of recognition and praise for good work. For college students, it can also be continuing eligibility for scholarships, loans, or promotions at work. An extrinsically motivated student seeks approval and external signs of worth (Sansone & Smith, 2000). Colleges traditionally give students grades as a validation that they have achieved the course objectives. Grades, however, are not the only or best motivation for student learning. Jacobsen (2000) found that college students in their late teens and early twenties had higher extrinsic goal orientation. This means that traditional age students are generally more motivated to learn by grades than older students. The downside of this is that external motivators, such as grades and rewards, can undermine intrinsic motivation for a task (Deci, Koestner, & Ryan, 1999). Too much emphasis on grades and rewards could destroy a student's interest in learning.

Intrinsic motivation generally consists of an internal desire to learn about a specific topic. Vansteenkiste, Simons, Lens, Soenens, Matos, & Lacante (2004) demonstrated that students with intrinsic motivation processed reading material more deeply, achieved higher grades, and showed more persistence than students with extrinsic motivation. Bye, Pushkar, and Conway (2007) found that interest and intrinsic motivation predicted positive affect. They recruited students from a traditional, face-to-face curriculum, and paid them for filling in a questionnaire. Although they looked at *age* as a variable, "*interest* emerged as the strongest predictor of both intrinsic motivation for learning and positive affect" (Bye et al., p.155). Some studies have linked high internal motivation with positive emotional results (Bye et al., 2007).

Studies on Learning Theories

Most learning strategy theories are based on the constructivist perspective of learning which contends that meaning and knowledge are constructed by the learner through a process of relating new information to prior knowledge and experience (Olgren, 1998). Olgren stated that "the quality of learning outcomes depends on how well the learner organizes and integrates the information" (1998, p. 79). For deep learning to occur, students should use a combination of organization and elaboration strategies to analyze and synthesize information in ways that build a mental model linked to prior knowledge in memory.

For deep learning to occur, students should use a combination of organization and elaboration strategies to analyze and synthesize information in ways that build a mental model linked to prior knowledge in memory.

Craik and Lockhart's (1972) levels of processing theory was the first to distinguish shallow from deep processing. It asserted that this distinction critically depended on the nature and number of successes in recalling information and the nature and number of mental operations carried out while the individual was learning the information. More specifically, linking learning to prior knowledge in memory, known as Elaboration Hypothesis was described by Anderson and Reder (1979). Their explanation was that information associated with other items already in memory induced a deeper level of knowledge, which, when associated with more or other concepts during the

initial learning phase, was more rapidly and more accurately recalled from long-term-memory.

Another approach to learning theory derived from the conceptual framework generally known as 'student approaches to learning', or SAL (Biggs, Kember & Leung, 2001). They found that learners who really understand material de-structure the material, and then restructure it to relate the material to their existing knowledge system. Biggs (1976) developed The Study Process Questionnaire which found three factors in learning: surface, deep, and achieving. Each factor was comprised of two kinds of items, those relating to a motive, and those relating to a congruent strategy. The Study Process Questionnaire has been used by Recio (2004) to study distance education. She stated, "Today it is accepted that there are, mainly, two approaches to learning, deep approach and surface approach" (p. 55). Deep approach is consistent with intrinsic motivation and transforming knowledge. Characteristics of deep approach are: an intention to understand material for oneself, vigorous and critical interaction with knowledge content, relating ideas to one's previous knowledge and experience, discovering and using organizing principles to integrate ideas, relating evidence to conclusions, and examining the logic of arguments. Surface approach is consistent with extrinsic motivation and information reproducing. Characteristics of surface approach are: an intention simply to reproduce parts of the content, ideas and information accepted passively, concentrating only on what is required for assessment, not reflecting on purpose or strategies, memorizing facts and procedures routinely, and failing to distinguish guiding principles or patterns (Recio, 2004).

Characteristics of deep approach are: an intention to understand material for oneself, vigorous and critical interaction with knowledge content, relating ideas to one's previous knowledge and experience, discovering and using organizing principles to integrate ideas, relating evidence to conclusions, and examining the logic of arguments.

Online education often requires students to take on greater responsibility for their own learning. They cannot simply follow the herd of students attending class. Students must log into the online classroom as a solitary initiative, though once in, they will find comments from the instructor and other classmates. Therefore, intrinsic motivation is crucial for the completion of online courses. Individual interest has been described as the energizing force behind intrinsic motivation (Alexander, Murphy, Woods, Duhon, & Parker, 1997).

This study measured student motivation toward learning on five different scales. Two standardized factors, Locus of Control and Study Processes, were measured. Additionally, this study explored students' interest, attitude, and self-management as three different factors. Due to the exploratory nature of this study, research questions were investigated rather than hypotheses proposed. This study focused on three questions:

1. Did students change their attitude toward online learning from the beginning of the class to the end of the class?
2. Which factors were correlated with Deep or Surface Study Approaches?
3. Which factors were positively correlated with high exam grades?

Method

The course chosen to study was Introduction to the Visual Arts. It had previously been exclusively offered in the face-to-face format, and was the first art course at Park University to be developed for the online teaching mode. It was required for students who were Fine Arts majors and available as an elective to fill a general education requirement for non-Fine Arts majors. The online course was

developed and taught by the same instructor who had been teaching it face-to-face for several terms.

The new online course was taught in an eight week session. Each week, students viewed visual information that had been scanned in to the e-course from photographs in books. This information was available to them within the weekly unit as well as in the Document Sharing space within the course. Recall plays a large part in this type of course because much of the tests involve recall of declarative information about artists or styles and iconic memory of photographs of their works. The grading was based on three exams and a final exam where students identified information associated with the photograph. Because of this type of information processing, an understanding of study processing, elaboration hypothesis, and processing theory were important to student performance and motivation.

Participants

The participants in this study were students enrolled in Introduction to the Visual Arts online in the spring 1 term of 2007. There were initially twenty nine students in the course, two students dropped during the first week, which resulted in twenty seven students in the course. Thirteen were majoring in art/design, eleven in management, one in elementary education, one in social psychology, and one was a non-degree seeking student. Demographic information on the students was not collected because the sample was small enough that age, ethnicity or gender would not have significant influence on the data collected. Also, keeping student anonymity was a concern with this small sample.

Procedure

The questionnaires were administered online in the first week of the course and in the eighth (last) week of the course. The questionnaires administered in the first week asked questions on *Interest, Self-Management, Attitude*, and *Locus of Control*. The questionnaires administered in the last week asked questions on *Attitude* and *Study Approaches*. Twenty two responses were received from the initial questionnaire and twenty one responses were received from the follow-up questionnaire. Only 17 respondents answered both surveys.

Materials

Students' motivation was measured in five ways. Some questions were asked only on one of the surveys. These were the questions on *Interest, Self-management, Locus of Control,* and *Study Process*. There was one group of questions on *Attitude* that was asked on both surveys.

To measure *Interest*, students were asked four direct questions. Whether the course was a degree requirement, and their preference for face-to-face versus online mode were asked in a *yes* or *no* format. One question asked them to rate their interest in taking this class and another asked how many previous online courses they had taken. These questions identified students who were not required to take the course, rated themselves as having a high interest in taking the course, had taken online courses before, and preferred to take this course in online format.

The *Locus of Control* questionnaire used the standardized instrument based on Rotter's investigation on internal versus external control of reinforcement (1996). This instrument had thirteen questions with two choices, where a resulting lower the score indicates an internal locus of control, and a higher score indicates an external locus of control. The authors' seven questions on *Self-management* asked the students to rate themselves on a scale of one to five.

Study processes were measured by using the Revised Two-Factor Study Process Questionnaire (R-SPQ-2F) developed by Biggs and Kember (2001), which can be used to measure learning or teaching. It consisted of twenty items using a rating scale of one to five; ten items measured deep learning and ten items

measured surface learning. The preferred approach for using the R-SPQ-2F questionnaire reports the extent to which an individual differs from other students in a similar context (Biggs and Kember, 2001).

Attitude was measured through a set of thirteen questions compiled by the authors. These questions were designed to uncover students' attitudes toward online courses. The questions were asked in the first week of class and again in the last week of class to determine if there was a change in attitude toward online courses after having participated in one.

Results

For all yes/no questions, data were coded with "yes" as 1 and "no" as 0, so that the mean is directly proportional to the percentage agreement (e.g., if the mean is .71, then 71% of the students agreed with that statement). For all results reported here, the .05 level of statistical significance is used. Results with *p*-values between .10 and .05 are interpreted as non-significant statistical trends. Two of the 13 pairs of pre- and post-course questions on *Attitude* showed statistically significant differences: Agreement with the statement, "I will get more information through an online course" increased from 0.06 (0.24) to 0.29 (0.47), $t(16) = 2.22$, $p = .04$, and agreement with the statement "I will miss the interactions with other students in an online course" increased from 0.41 (0.51) to 0.71 (0.47), $t(16) = 2.58$, $p = .02$. There was a nearly statistically significant trend on one *Attitude* item, "I will miss getting to know the instructor in an online course". Agreement with this item *decreased* from 0.53 (.51) to 0.35 (.47), $t(16) = 1.85$, $p = .08$ (trend).

Another significant correlation was found for Locus of Control and one of the study processes. There was a negative correlation between Locus of Control and Surface Strategy approach to learn, *rho* (16) = -.465, $p = .03$.

The *Locus of Control* test showed that the majority of students were much more internally motivated than externally motivated. On a scale of 0 (extremely internal) to 13 (extremely external), the mean was 2.5 (.72) with scores ranging from 0 to 3, which shows that all students were relatively internally motivated. There was a statistically significant correlation between Locus of Control and total score on the four exams *rho* (16) =.534, p=.014, indicating that students with more external LOC scores had higher total scores on exams.

The *Locus of Control* test showed that the majority of students were much more internally motivated than externally motivated.

There were four questions asked for *Interest*. Q1 asked if the students were required to take the course, thirteen (59%) responded "yes", nine (41%) said "no". Q2 asked students to rate their interest in taking the class on a one to five scale. The mean was 3.7 on a one to five scale, which reveals higher than average interest. Q3 asked how many online courses students had previously taken. Ten respondents had not taken any online courses before, nine students had taken 5 or more online courses, and three had taken 2 to 4 online courses. Q4 asked if the students would have preferred to take this course in traditional face-to-face mode. Ten answered "yes", and eleven answered "no".

The mean for students on a 1 - 5 scale for *Self-management* was 20.52. This scale consisted of seven questions, Q5 through Q11. Students reported on how well they allocated their time: "very well" 14%, "well" 55% and "moderately" 23%. They reported that they "usually" 77% got their homework done on time. They reported that they were "never" 59% and "occasionally" 36% late to appointments. For relying on a teacher to keep them on track, 32% said "no", 32% said "occasionally", and 27% said "sometimes". When asked if they get tasks done only when reminded to do them, 64% responded "no", and 27% said "occasionally". In response to Do you wait to see what others are doing before you make a decision? 41% said "no", 27% said "occasionally", and 27% said "sometimes". For the last question in the set, 82% responded that they "usually" do what their instructor tells them to do.

The results of the *Study Process* questions showed that the students in the course had more of a Deep Approach to learning than a Surface Approach. The range on each category of approach to learning was from 10 to 50, ten questions with five being the high score on each question. For Deep Approach the mean was 35.1, which is above 30. For Surface Approach the mean was 21.0, below 30. Within each approach, there were sub-categories of Motive and Strategy, each with five questions. The range in scores for these was from 5 to 25. The Deep Motive mean was 17.7 and the Deep Strategy mean was 17.4. This is interpreted to mean the students generally had a deep desire to learn and used strategies to maximize the meaning of the material. For Surface Motive the mean was 8.9, and the Surface Strategy mean was 12.1. Since Surface Motive was the lowest, it appears the students in our study did not have a surface motive, such as fear of failure.

Students' *Attitude* toward online learning was more changed on some questions than others. On a scale of 0 to 1, where 0 equals "no" and 1 equals "yes", the amount of agreement with the statement was compared from the first week's questionnaire to the last week's questionnaire. The statement that elicited the most change in attitude was, "I will miss the interactions with other students in an online course." The mean of the pre-course to the mean of the post-course response increased by 31 percent in agreement that they missed interactions with other students more than they expected they would.

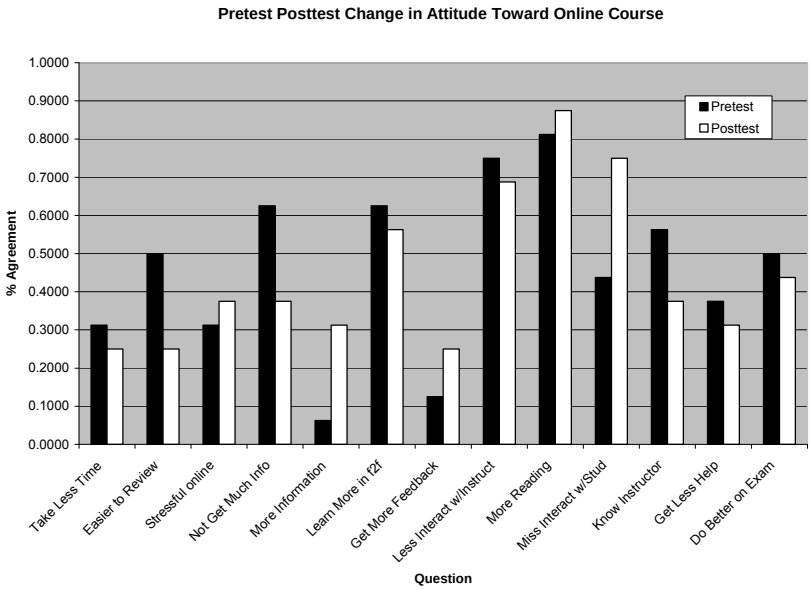
The results of the *Study Process* questions showed that the students in the course had more of a Deep Approach to learning than a Surface Approach.

The next highest changes in *Attitude* were on, "I will get more information through an online course," which increased by 25 percent; "I will not get as much information in an online course," which decreased by 25 percent; and "It will be easier to review materials in an online course," which decreased by 25 percent. Students found they received more information than they expected, while they found it not as easy to review materials as they expected. The third highest change in *Attitude* was on, "I will miss getting to know the instructor in an online course," Which decreased by 24 percent. The next highest change in *Attitude* was for, "I will get more feedback from the instructor in an online course." This was a 12 percent increase that the students did feel they received more feedback from the instructor than they expected. The remainders of the changes in *Attitude* were less than 10 percent change, but still a change in attitude. None of the scores for *Attitude* remained constant. Figure 1 shows the comparison of students' responses, pre-course and post-course, to questions on *Attitude*.

Discussion

The first research question asked: Did students change their attitude toward online learning from the beginning of the class to the end of the class? The finding was that there was a change in response to all questions on *Attitude* toward online learning. These consisted of thirteen questions compiled by the authors. In these questions, the answer that indicated a positive change in *Attitude* at the end of the course would be "yes" for five questions. These are shown in Figure 1 from left to right as questions 2, 5, 7, 9, and 13. The positive change in attitude toward online learning would be indicated by "no" for eight questions. These are shown in Figure 1 from left to right as questions 1, 3, 4, 6, 8, 10, 11, and 12.

Figure 1: Attitude Comparison



The majority of questions did reflect a positive change in *Attitude*, and some of these were reassuring to online proponents. Students indicated that the online course took more time than they expected and required more reading than they expected (questions one and nine). Many students expect online courses to take less time since they don't have to sit in a classroom for a specified amount of time. The assumptions would be that they can log in and log out at will. However, once they get into the course content and documents, they often find they spend more time reading the materials. This may be because they must read instead of simply relying on listening to the instructor in class, or it could be that more documents and supplemental materials are easily accessible to them. The negative reaction to the online course material showed up when students were asked about the ease of reviewing materials in an online course (question two). Their responses showed that they did not find reviewing information easier online. This is a surprising finding since all online information is documented and students do not have to rely on their own note taking or memory to review information. A check of the minutes students spent in different areas of the course revealed that students did not review the photographs online, but rather downloaded or printed the material. Printing the materials would make the review process similar to reading a book, which defeats the purpose of having the materials online. Computer technology should help with learning tasks of identification, so this component needs more investigation.

The majority of questions did reflect a positive change in *Attitude*, and some of these were reassuring to online proponents.

Both questions that dealt with availability of getting information from the online course received positive responses. Question five was the same as question four except that it was stated in the positive rather than the negative. The repetition was done intentionally to provide reliability for the answers. These students were consistent in their response to the amount of information they received in the online course. The response for both was positive, that they received more information through an online course. This question was asked because professors who do not use online technology believe that the medium is limited and cannot provide as much information as a teacher in a classroom face to face with the students. When

online technology is utilized to its fullest capacity, many times more information is available to students than in a classroom without access to the internet. For example, these students could have been given access to works of art from all over the world through web sites; much more than is available in any one book or gallery.

Closely related to "getting information" was the question on learning. On question six, students responded that their learning was better through online than in a face-to-face classroom. This is good news for validating that students have a positive attitude toward online learning. These responses also indicate that students probably equate learning with receiving information. Although that is not always true, in this type of introductory course, much of the learning is based on factual information.

Another group of questions addressed the concept of interaction. It is a common belief that online courses do not provide sufficient interaction between the students and the instructor. Four questions were asked to find out how the students felt regarding interaction with the instructor. These asked about feedback from the instructor (question seven), interaction with the instructor (question eight), receiving help from the instructor (question twelve), and getting to know the instructor (question eleven). All of these questions had a positive response. Students responded that they received more feedback than they expected, did not lack interaction with the instructor, got more help from the instructor than they expected, and did not miss getting to know the instructor. In fact, getting to know the instructor proved less important at the end of the term than students thought it would be at the beginning of the term. This suggests that the instructor's personality is not important to students, which is a positive finding for online courses; the students' interaction with the subject matter should be more important than the instructor's personality. One of the major misconceptions that college administrators hold about online learning is the lack of interaction between students and the instructor. The positive finding in this research study may aid in dispelling this common fallacy.

Students responded that they received more feedback than they expected, did not lack interaction with the instructor, got more help from the instructor than they expected, and did not miss getting to know the instructor. In fact, getting to know the instructor proved less important at the end of the term than students thought it would be at the beginning of the term.

The place where interaction was found to be lacking was between students in the online course (question ten). Students' responses showed they missed interaction with other students more than they expected. This might be alleviated by assigning more discussions or using the live chat feature in the online course.

The third question stated, "An online course will be stressful for me." The students' attitude changed toward "yes". More questions need to be asked to determine what the cause of the stress was. It could have been that more self reliance than expected was necessary, or there could have been problems with using the online technology. Unfamiliarity with online courses could be a factor in the stress being higher than expected.

The last question stated, "I will do better on tests in an online course." The students' attitude changed toward "no". This response was a surprise. One possible reason why students would develop a more negative attitude toward their achievement on exams could be related to the question on stress. Since these students found the online course more stressful than they expected, the stress could have made them expect to perform worse on exams. The first three exams were taken online where the students had been doing their course work. The final exam was a paper test taken in a room with a proctor. Perhaps the change in physical surroundings and the addition of a proctor caused the students to feel they would not do as well on the final exam as they had done on the earlier exams. However, most of the students received a very high score on the final exam, so

there was no evidence to explain their feeling that they would do worse on exams in the online course.

The second research question asked: Which factors were correlated with Deep or Surface Study Approaches? There was a negative correlation between Locus of Control and Surface Strategy approach to learning. This suggests that although these students had an internal Locus of Control, they used Surface Strategies for learning the material required by this course. This study approach is appropriate for learning material that is factual in nature. "An approach to learning describes the nature of the relationship between student, context, and task" (Biggs et al, 2001, p.137). The Core Learning Outcomes stated for the course reflect factual knowledge. The students in AR115 were expected to: describe their responses to art, compare works of art, identify stylistic divisions of art, and identify studio techniques. Clearly, this is an introductory course where a majority of the student's time must be spent on learning the basic knowledge of the discipline. Bloom's Taxonomy Action Verbs Requiring Cognitive Outcomes (2006) notes that the categories of knowledge, comprehension, and application are appropriate for 100 level courses.

The third research question asked: Which factors were positively correlated with high exam grades? Students with a higher external locus of control did better on the exams.

Conclusions

Online courses are encouraged to provide interaction between the student and the course content, the student and the instructor, and the student and other students. This study showed the online course to have more rigor, or required reading and course work, than the students expected. The course studied provided for a high amount of interaction between students and the course material. A characteristic of online courses is that they are completely developed before the term starts, with all of the assignments in place. They are not bound by a fifty minute time period three times a week. In a live classroom, student questions, technical malfunctions, or other distractions may prevent course information from being presented. Another characteristic of online courses is that students must take more responsibility for their learning, must take the initiative to enter the online class, and do the assignments rather than passively sit in a classroom and listen to an instructor.

This study showed the online course to have more rigor, or required reading and course work, than the students expected. The course studied provided for a high amount of interaction between students and the course material.

This study also showed that students generally did not miss interaction with the instructor and did not lack feedback from the instructor. The online platform allowed students to receive enough interaction with the instructor, so the need for interaction with the instructor was met. Students did miss interaction with other students and they did experience stress. These two aspects may be overcome by providing more areas for discussion between students, such as a course chat room, where students can post freely about the course topics. Another way the lack of student to student interaction may be alleviated is by offering the course as a hybrid course, one that uses the online interface for 50% of the classes and a face-to-face mode the remainder of the classes.

Despite the rapid growth of online college courses in the past ten years, there are still questions among college administrators and faculty regarding the amount of learning and quality of learning in online courses compared to face-to-face courses. The findings from this study clearly showed that students received more information and learned more than they expected in an online course. The results of this study are encouraging to the practice of teaching art history online

and can be translated to practical value by disseminating the information on student's attitudes toward online learning to art history faculty and administrators.

Additional studies can be done to determine what learning strategies students use during this course. Additional information could be collected on future groups to determine the age of the students, whether the students are art majors, and how much college experience the students have. These factors could play a part in the selection of study strategies.

A follow up study is underway to investigate the question of reviewing materials in the course. The researchers expected online technology to aid in the review of the visual images necessary for the exams, and it was therefore disappointing to find that the students did not review materials online. Methods to aid the review of the visual images would be the next step for improving learning of art through online technology.

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Kerkman is an Associate Professor in Psychology at Park University. He received his doctorate in Psychology from the University of Kansas. Kerkman has conducted educational program evaluation studies for the U.S. and Mexican governments and conducts research on spatial cognition.

Call for Papers

Volume 3: Focus on *Scholarship of Teaching and Learning*

InSight: A Journal of Scholarly Teaching is a scholarly publication designed to highlight the work of postsecondary at colleges and universities across the United States. It is a refereed scholarly journal published annually by the Center for Excellence in Teaching and Learning (CETL) at Park University that features theoretical and empirically-based research articles, critical reflection pieces, case studies and classroom innovations relevant to teaching, learning and assessment.

The next volume of InSight will focus on the *Scholarship of Teaching and Learning*. Faculty are encouraged to submit original manuscripts that showcase SoTL processes or critically discuss SoTL as a scholarship paradigm. While reports of SoTL projects are welcome, the focus of this issue is on continuing broader conversations about SoTL's value as a tool for advancing student learning and demonstrating faculty commitment to teaching.

Faculty are encouraged to submit manuscripts related to:

- Challenges/Responses to the SoTL paradigm
- Developing institution or discipline-specific understandings/definitions of SoTL
- Status reports of SoTL's role in a particular discipline
- Guidance to faculty new to SoTL (on developing inquiry questions, determining methodologies, making SoTL work public, etc.)
- Examples of SoTL projects at the course or discipline-level
- Intersections of SoTL and service-learning, eLearning, learning communities, and other learning initiatives
- Future directions in SoTL
- Cross-disciplinary and cross-institutional collaborations for promoting SoTL

Submission Requirements:

- *STYLE* - All manuscripts must be formatted in either APA or MLA style.
- *LENGTH* - Manuscript should be no more than 10 pages (not including abstract, references or appendices). Authors are encouraged to include appendices that promote application and integration of materials (i.e., assignments, rubrics, examples, etc.).
- *ABSTRACT* - Each manuscript must be summarized in an abstract of 50 to 100 words.
- *AUTHOR* - Each author should provide his/her full name, title and departmental affiliation, campus address, telephone number, and email address. Each author must also include a brief biography (no more than 50 words per author).
- *FORMAT* - All manuscripts must be submitted via email as attachments in Microsoft Word or Rich Text Format. Do not include personal identifiers within the manuscript. Include contact information only on a separate cover sheet. Each manuscript will be assigned a unique identifier for blind review processes. Send submissions to cetl@park.edu.
- *DEADLINE* - All submissions must be received by **4:00pm on April 7, 2008 (CST)**.

Review Procedures:
Submissions will be subject to a double blind peer-review. A manuscript is evaluated based on relevance, practical utility, originality, generalizability, clarity, significance and the extent to which the subject matter contributes to the ongoing development of the scholarship of teaching and learning. Review process and publication decisions will require approximately 6 weeks. Referees' feedback and editorial comments will be provided to the author when revisions are requested. If accepted, final versions of manuscripts will be due June 16, 2008. CETL retains the final authority to accept or reject all submitted manuscripts. The publication will be distributed both in print and online in August 2008.

Copyright:
Manuscript submissions are accepted with the assumption that they neither have been nor will be published elsewhere. Authors and CETL will hold joint copyright to all published manuscripts.

Contact:

All inquiries should be directed to:
B. Jean Mandernach, PhD
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Research Associate, Center for Excellence in Teaching and Learning
Park University
cetl@park.edu or jean.mandernach@park.edu

For more information, visit the CETL website at www.park.edu/cetl.

QUICK TIPS: PREPARING MANUSCRIPTS FOR *INSIGHT*

The following "Quick Tips" provide suggestions and guidance for preparing manuscripts for potential publication in *InSight: A Journal of Scholarly Teaching*. *InSight* is a peer-reviewed publication highlighting the scholarly contributions of postsecondary faculty. As is the nature of refereed journals, acceptance and publication of original manuscripts is a competitive process. The goal of the following information is to assist faculty in preparing manuscripts in a manner that maximizes the chances of publication.

Preparing the Manuscript

The organization and style your manuscript will be largely dictated by the type of submission (e.g., theoretical, empirical, critical reflection, case study, classroom innovation, etc.). Thus, while guidelines will follow to assist you in preparing your manuscript, the key to successful submission is clear, effective communication that highlights the significance and implications of your work to post-secondary teaching and learning in relation to the target topic. To prepare and effectively communicate your scholarly work, the American Psychological Association (2001) provides the following general guidelines:

- Present the problem, question or issue early in the manuscript.
- Show how the issue is grounded, shaped, and directed by theory.
- Connect the issue to previous work in a literature review that is pertinent and informative but not exhaustive.
- State explicitly the hypotheses under investigation or the target of the theoretical review.
- Keep the conclusions within the boundaries of the findings and/or scope of the theory.
- Demonstrate how the study or scholarly approach has helped to address the original issue.
- Identify and discuss what theoretical or practical implications can be drawn from this work.

There is no mandatory format for *InSight* articles; rather authors should organize and present information in a manner that promotes communication and understanding of key points. As you write your manuscript, keep the following points in mind:

- Title - Generally speaking, titles should not exceed 15 words and should provide a clear introduction to your article. While it is okay to incorporate "catchy" titles to pique interest, be sure that your title effectively captures the point of your manuscript.

- Abstract - Do not underestimate the importance of your abstract. While the abstract is simply a short summary (50-100 words) of your work, it is often the only aspect of your article that individuals read. The abstract provides the basis from which individuals will decide whether or not to read your

article, so be certain that your abstract is "accurate, self-contained, nonevaluative, coherent, and readable" (Calfee & Valencia, 2001).

- Body - Within the body of a manuscript, information should be organized and sub-headed in a structure that facilitates understanding of key issues. There is not a mandatory format for *InSight* articles, rather authors should use professional guidelines within their discipline to present information in a manner that is easily communicated to readers. For example:

  - *Empirical investigations* should be organized according to the traditional format that includes introduction (purpose, literature review, hypothesis), method (participants, materials, procedures), results, and discussion (implications). The following links provide general examples of this type of article:
    - http://www.thejeo.com/MandernachFinal.pdf
    - http://www.athletic*InSight*.com/Vol7Iss4/Selfesteem.htm
  - *Theoretical articles and literature reviews* should include an introduction (purpose), subheadings for the relevant perspectives and themes, and a detailed section(s) on conclusions (applications, recommendations, implications, etc.). The following links provide general examples of this type of article:
    - http://www.westga.edu/%7Edistance/ojdla/winter84/royal84.htm
    - http://www.westga.edu/%7Edistance/ojdla/winter84/mclean84.htm
  - *Classroom innovation and critical reflections* should be organized via an introduction (purpose, problem, or challenge), relevant background literature, project description, evaluation of effectiveness (may include student feedback, self-reflections, peer-*InSight*, etc.), and conclusions (applications, implications, recommendations, etc.). If describing classroom-based work, please include copies of relevant assignments, handouts, rubrics, etc. as appendices. The following link provides a general example of a critical reflections article:
    - http://www.compositionstudies.tcu.edu/coursedesigns/online/33-2/ritter.html

  The limited length of *InSight* articles (manuscript should be no more than 10 pages, not including abstract, references or appendices) requires authors to focus on the most significant, relevant factors and implications.

- References - Select your references carefully to ensure that your citations include the most current and relevant sources. As you select your references, give preference to published sources that have proven pertinent and valuable to the relevant investigations. The goal is not to incorporate ALL relevant references, but rather to include the most important ones.

- Tables, Figures, Appendices & Graphics - Authors are encouraged to include supporting documents to illustrate the findings, relevance or utilization of materials. Particularly relevant are documents that promote easy, efficient integration of suggestions, findings or techniques into the classroom (such as rubrics, assignments, etc.). Supplemental information should enhance, rather than duplicate, information in the text.

The importance of clear, effective communication cannot be highlighted enough. Many manuscripts with relevant, original, applicable ideas will be rejected because authors do not communicate the information in a manner that facilitates easy understanding and application of key points. The value of a manuscript is lost if readers are unable to overcome written communication barriers that prevent use of

the knowledge. With this in mind, authors are strongly advised to seek informal feedback from peers and colleagues on manuscripts prior to submission to *InSight*. Requesting informal reviews from relevant professionals can highlight and correct many concerns prior to formal submission, thus improving chances of publication.

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QUICK TIPS: SUBMISSION GUIDELINES FOR *INSIGHT*

The following "Quick Tips" provide suggestions and guidance for submitting manuscripts to *InSight: A Journal of Scholarly Teaching*. *InSight* is a peer-reviewed publication highlighting the scholarly contributions of postsecondary faculty. The following information provides an overview of the purpose, scope and functioning of *InSight* so that faculty may better understand the *InSight* publication process.

Scope & Focus
InSight features theoretical and empirically-based research articles, critical reflection pieces, case studies, and classroom innovations relevant to teaching, learning and assessment. While there are a broad range of acceptable topics, all manuscripts should be supported with theoretical justification, evidence, and/or research (all methods and approaches relevant to qualitative and quantitative research are welcome); all manuscripts should be appropriately grounded in a review of existing literature.

It is important to note that each edition of *InSight* will focus on a particular theme. As such, only articles that are directly relevant to the target theme will be selected for publication; please review the call-for-papers for more detailed information on appropriate topics for each theme.

Audience
InSight emphasizes the enhancement of post-secondary education through the professional exchange of scholarly approaches and perspectives applicable to the enrichment of teaching and learning. Relevant to this mission, manuscripts should be geared toward post-secondary faculty and administrators; included in this audience are full-time and adjunct faculty; face-to-face, hybrid and online faculty; tenure and non-tenure track instructors; trainers in corporate, military, and professional fields; adult educators; researchers; and other specialists in education, training, and communications. Recognizing the cross-disciplinary readership of *InSight*, manuscripts should present material generalizable enough to have relevance to post-secondary instructors from a range of disciplines.

Review Process
All submissions are evaluated by a double-blind, peer-review process. The masked nature of the reviews helps ensure impartial evaluation, feedback and decisions concerning your manuscript.

This review process utilized by *InSight* mandates that you should keep the following points in mind when preparing your manuscript:

- Your name and other identifying information should only appear on the title page; the remainder of the manuscript should be written in a more generalized fashion that does not directly divulge authorship.
- All information needs to be explained and supported to the extent that an individual not familiar with a particular institution's mission, vision or structure can still clearly understand the relevance, significance and implications of the article.

Focus of the Review
Prior to dissemination to the reviewers, the *InSight* Editor will conduct a preliminary appraisal for content, substance, and appropriateness to the journal. If the manuscript is clearly inappropriate, the author will be informed and the manuscript returned. Appropriate manuscripts will be electronically sent to two reviewers for blind evaluation. Although there is an attempt to match manuscripts and reviewers according to content, interests, and topical relevance, the broad focus of the journal dictates that papers be written for applicability to a wide audience. As such, reviewers may not be content experts in a relevant, matching academic discipline.

The manuscript will be reviewed and evaluated according to the following dimensions:

- Relevance - The most important feature of your manuscript is its relevance; the decision to accept or reject a manuscript is typically based on the substantive core of the paper. As such, manuscripts should introduce the substance of the theoretical or research question as quickly as possible and follow the main theme throughout the article in a coherent and explicit manner.
- Significance - Related to relevance, significance refers to the value of your manuscript for substantially impacting the enhancement of post-secondary education relevant to the target topic. Significant manuscripts will clearly highlight the value, importance and worth of a relevant topic within a meaningful context.
- Practical Utility - As highlighted previously, the goal of *InSight* is to enhance teaching and learning through the exchange of scholarly ideas. With this purpose in mind, all manuscripts should emphasize the practical value, relevance or applicability of information. Manuscripts should go beyond the simple reporting of information to provide *InSight* into the implications of findings and the application of information into meaningful contexts.
- Originality - The most effective articles are those that inspire other faculty through innovative practices, approaches and techniques or via the thoughtful self-reflection of the purpose, value and function of educational strategies. Thus, manuscripts that highlight original approaches or perspectives will be given priority. Per the nature of published work, all contributions must be the original work of the author or provide explicit credit for citations.
- Scholarship of Teaching - Contributions to the enrichment of teaching and learning should be grounded in relevant theoretical concepts and empirical evidence. As such, articles should be free from flaws in research substance/methodology and theoretical interpretation. All conclusions and recommendations must be substantiated with theoretical or empirical support; personal classroom experiences and critical reflections should be framed within a structure of existing literature.
- Generalizability - The broad goals and varied audience of *InSight* mandate that manuscripts be written for consumption across a range of disciplines that allows generalizability of findings and implications. Thus, while classroom techniques may be developed, tested and reported for a specific discipline or student population, the manuscript should go on to highlight the implications for other populations.
- Clarity - All manuscripts must be written in a clear, professional manner free from grammatical flaws and errors in writing style. The purpose of the manuscript should be clearly defined, relevant and supported by the evidence provided. All manuscripts should be structured in a manner that promotes a clear, cohesive understanding

of the information presented. Be sure that your manuscript is free from organizational, stylistic or "sloppiness" barriers that would prevent effective communication of your work.

- Contribution to the Target Topic - The thematic nature of *InSight* dictates that all manuscripts must be clearly relevant and advance our understanding or application of the target topic within an educational context. Despite the quality of a manuscript, articles that do not directly align with the target topic will not be published.

Review Outcomes

Based upon the feedback and recommendations of the two anonymous reviewers, the Editor will make a final publication decision. Decisions fall into the following categories:

- Reject - Rejected manuscripts will not be published and authors will not have the opportunity to resubmit a revised version of the manuscript to *InSight*. All rejections will be handled in a courteous manner that includes specific reasons for rejection.
- Accept Pending Revisions - A manuscript accepted-pending-revisions meets all the major requirements for publication but may need improvements in substantive, mechanical or methodological issues. Once these issues are adjusted for, the manuscript will receive a "quick review" by the Editor prior to publication. Very rarely is an article accepted with no changes required; as such, most manuscripts are accepted in this category.
- Accept - Accepted manuscripts will be published "as-is" with no further modifications required.

References

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"More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given"
~Bertrand Russell