

# INCREASING STUDENT MOTIVATION: STRATEGIES THAT WORK

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## *AN INTERACTIVE PRESENTATION*

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### **ABSTRACT**

Motivating today's students to actively engage in learning activities proves challenging for most faculty. But what exactly *is* motivation? Ambrose et al. (2010) define *motivation* as "the personal investment an individual has in reaching a desired state or outcome" (p. 68). As such, "students' motivation determines, directs, and sustains what they do to learn" (Ambrose et al., 2010, p. 5). Linda Nilson (2004) writes, "In the academy, the term 'motivating' means stimulating interest in a subject and, therefore, the desire to learn it" (p. 57). This means that it is the responsibility of the faculty to stimulate motivation, and we should not expect that students will come to the course already motivated. Because millennial students do not always respond as did students in the past to extrinsic motivators such as bonus quizzes and extra credit assignments, faculty must have a variety of motivational strategies in our arsenal. In *150 Ways to Increase Intrinsic Motivation in the Classroom*, James Raffini reports that when the psychoacademic needs of students are met in creative ways, student motivation soars. This interactive presentation will engage faculty in a discussion of how to address student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation. Specific strategies such as emphasizing the importance of effort rather than ability and teaching effective metacognitive learning strategies will be discussed.

### **SELECT REFERENCES**

Ambrose, S. A., Bridges, M. W., DiPietro M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Nilson, L. (2004). *Teaching at its best: A research-based resource for college instructors*. Bolton, MA: Anker.

Raffini, J. P. (1995). *150 ways to increase intrinsic motivation in the classroom*. New York, NY: Allyn and Bacon.

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