

EXTENSIONS AND IMPLICATIONS OF 'THE MOTIVATIONAL EFFECTS OF THE CLASSROOM ENVIRONMENT IN FACILITATING SELF-REGULATED LEARNING'

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ABSTRACT

Active application-oriented pedagogies delivered by enthusiastic faculty, who provide high interaction, supportive feedback, and clear goals that emphasize learning over grades, will increase intrinsic motivation and the use of self-regulated learning strategies (Young 2005). Thus, the degree to which students deliberately (self-regulate) plan and monitor their learning processes is substantially influenced both directly and indirectly by the instructor. What influence do you have on your students' motivation and use of self-regulated learning strategies? Maintaining students' attention, asking questions, giving feedback, encouraging persistence, and demonstrating skills do not separate faculty who do facilitate self-regulation from those who don't (Reeve, Bolt, and Cali 1999). Do you encourage students with frequent praise and criticism, provide specific directives and consequences, constantly remind students of deadlines and spend most of your class time talking, using questions to engage the students? Or instead, do you spend your class time listening and responding to student questions while refraining from providing specific solutions, provide class time for independent work with few directives, and seek student initiatives and perspectives? A crucial aspect differentiating these two teaching styles is the use and type of feedback provided by the instructor.

Students' perceived autonomy and competence were found to mediate the effect of various feedback from the classroom environment (teaching style, performance criteria, learning climate) on their intrinsic motivation. Increasing students' inherent satisfaction from the learning activity (intrinsic motivation) determined the extent of self-regulated learning. Whereas, doing the activity in order to attain some separable outcome (extrinsic motivation) inhibited the use of self-regulated learning and promoted the use of superficial learning strategies. These findings published in the JME (Young 2005) are consistent with cognitive evaluation theory (Deci and Ryan 1985), which examines how perceived competence and autonomy affect motivation.

An extension of this research involves the examination of how students' beliefs about the nature of knowledge, knowing, and learning, or personal epistemological beliefs, affect their

motivation to learn, choice of study strategies, and perceived academic performance (Young 2005). Results from this study suggest that students with more sophisticated epistemological beliefs tend to be more intrinsically motivated to learn and use higher level study strategies, which are consistent with a greater degree of self-regulated learning. Findings also indicated that students develop their personal epistemological beliefs through educational experiences, which we as instructors influence through our classroom practices. Enhancing these epistemological beliefs may be done by creating opportunities for students to construct knowledge, providing explicit guidance in knowledge organization and integration, and by emphasizing sophisticated epistemological beliefs through spoken and written classroom discussions.

Given the above findings and implications for teaching, the goal of this special session is to generate discussion of current instructional practices and their congruence with facilitating intrinsic motivation and self-regulated learning. An example of a teaching strategy that addresses many of the above guidelines is Just-In-Time Teaching (JiTT). Just-in-Time Teaching is a technology-mediated strategy that provides intensive feedback between student's outside-of-class preparation and subsequent in-class lessons (Novak et al. 1999). Students electronically submit responses to web-based assignments that are due shortly before class. The instructor reviews the submissions "just-in-time" to adjust the classroom lesson to suit the students' needs. Class time, whether interactive mini-lectures or student activities, is designed around the informed analysis of student responses received immediately prior to class and replaces traditional lectures. Details of the author's implementation of JiTT and initial classroom results will be shared in the session in the hope that audience members will engage in discussing the effectiveness of their own teaching strategies and classroom practices.

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