

Motivating Learning: Facilitating the Want-to for Health Professional Education



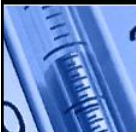
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Education Grand Rounds

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Objectives

- Describe theory-based **principles of motivation to improve learning and performance** for formal instruction and mentoring-based education.
 - They apply equally for **student/resident instruction and for patient education** in clinical work.
- Recognize the **potential value of these principles** for enhancing instruction.
- Identify principles **most useful for addressing your needs**, whether for students/mentees or patients.
 - **Consider how to integrate them.**
- *Caveat: Tiny little peek into a huge specialty.*
- *Goal: Take a piece useful for you.*



Where We are Going Together

- Motivating learning:
 - What it is—theory-based **concepts** & outcomes
 - Why it's important—research-based **principles & benefits**
 - When & where—**opportunities**
 - Tools that work—**strategies**
- Along the way:

You will identify & select some **concepts, opportunities & strategies** to develop & implement



Motivation: Theory-based Concepts I

- Motivation is Complex, Internal & Interactive
 - Everyone brings preferences, perceptions & experiences
 - These interact with environment & activities
 - Highly contextualized, place & task-based
 - Very socially-sensitive, linked to people & groups
 - It influences present & future learning & actions
- Sources/Types of Motivation
 - **Intrinsic**—from inside, individual, self-determined
 - Challenging to support authentically
 - **Extrinsic**—from outside, others, can be powerful
 - Can be double-edged, not self-sustaining



Motivation: Theory-based Concepts II

- **Theory-based concepts & outcomes**
 - **Autonomy**—freedom, independent choice & action
 - **Competence**—feeling capable, can learn, can do
 - **Relatedness**—personally supported, socially connected
 - **Efficacy**—can achieve, even with challenges
 - **Goals**—proximal & distal, link present to valued future
 - **Expectancies**—outcome beliefs about success or failure
 - **Value**—perceived worth & meaningfulness

<p>Reflection: Consider Your Own Learning.</p> <p>Which of these Concepts were Most Critical for You, and Why?</p>	<p>Extension: Now Consider Those You Teach and Mentor.</p> <p>Which are Most Critical for Them, and Why?</p>
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Motivation: Research-Based Principles

- *Caveat: Can make people do things, but can't make them want to do them. Can't "make them motivated"—must support & promote motivation.*
- **Factors that Build & Promote Motivation**
 - **Competence**←model, show progress, include in feedback
 - **Value**←model, state, show worth & yield of effort
 - **Autonomy**←opportunity, freedom, support confidence
 - **Relatedness**←listening, gain trust, encourage
 - **Efficacy**←mastery, modeling, encouragement
 - **Goals**←link to individual & group, short & long-term
- *Promote & enhance positive, productive factors. Reduce negative, unproductive factors.*
 - **Reduce Stress**—unproductive performance anxiety

How Motivation Supports Learning I

• Motivational Process

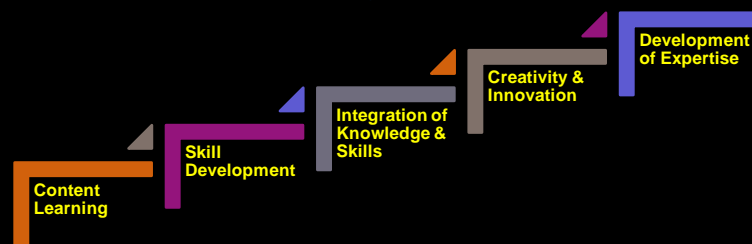


• Where motivation takes us:

- Captures attention—they see it
- Supports engagement—they do it
- Promotes effort—they work at it
- Helps learners face & conquer challenges→ success!
- Promotes creativity & initiative→ adaptive application

How Motivation Supports Learning II

• Developmental Learning Process



• Motivation maximizes Development

- Heightens cognitive attention
- Speeds learning & optimizes skill range
- Supports adaptive, flexible utilization & creativity

Motivation: Common Misconceptions

Common Misconception	Proven Principle
Content Learning is Separate from Motivation.	No! Cognition & Motivation are Fully Integrated!
Some Classes or Skills are Just Naturally Motivating to Everyone.	No! Motivation Must be Built Into Instruction!
The Way I Was Taught Will Motivate My Students Just Fine.	No! Students Are Different. Instruction Must Recognize & Meet Their Needs!
Students Just Do or Don't Have Motivation, and I Can't Change That.	No! Motivation is Malleable and Learned. You Can Have a Huge Impact on it!

Motivating Opportunities

- Presenting Information
- Assigning Tasks
- Group Discussion
- Personal Communication & Conversation
- Error Correction
- Formal/Written Evaluation/Performance Feedback
- Verbal Task Debrief/Critique



Consider these Opportunities. Select 1 or 2 that You Can Improve, to Take Advantage of the Benefits!



Motivating Strategies


- Link Knowledge & Tasks to Future Success
- Frame Skills as Professional Competencies
- Support Competence Perceptions
- Promote Success Expectations
- Encourage, Encourage, Encourage
- Model Successful Problem-Solving
- Set Up Criticism with Positive Observation
- Make Error a Learning Opportunity

Consider these Strategies. Select 1 or 2 that Fit Your Opportunity to Practice Supporting Motivation.

Planning for Action

- Need**
 - Who will you aim to support in motivation?
 - What is needed for this group or individual?
- Concept**
 - What concept addresses the need?
 - Is it one thing or maybe several?
- Principle**
 - How is it supported? Reducing or enhancing?
 - What are the key components?
- Strategy**
 - What can be done to support it?
 - What opportunities do you have to do that?
- Action**
 - What is your plan?
 - What will you do, or have others do?



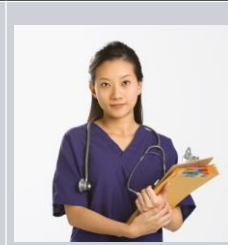
Setting Goals For Action!

- Set a Goal for Motivating

Using Your List of Ideas (concept, opportunity & strategy):

Set a Feasible Goal to Tackle Within the Next Month.

- Set a goal you can self-assess.
- One that gives you ample practice opportunities.



- Remember How Powerful the Benefits Can Be!
- Who is Willing to Share Your Goal?

DISCUSSION & CLOSING

