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**BIMHSE LUNCHTIME SEMINAR SERIES**

## **Advanced Professional Development Programme in Health Professions Education**

### **Seminar 2 - Towards Optimizing Students' Motivation in Small Group Learning**



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# Towards optimizing students' motivation: Intended Learning Outcomes

- 🎯 Identify popular motivation theories,
- 🎯 Discuss application of self-determination theory in motivating students in small groups, and
- 🎯 List strategies which may be applied to optimize students' motivation.

# Outline

1

Introduction

2

Theories of motivation

3

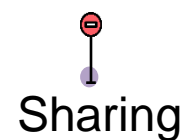
Application and sharing  
(autonomy, competence, relatedness)

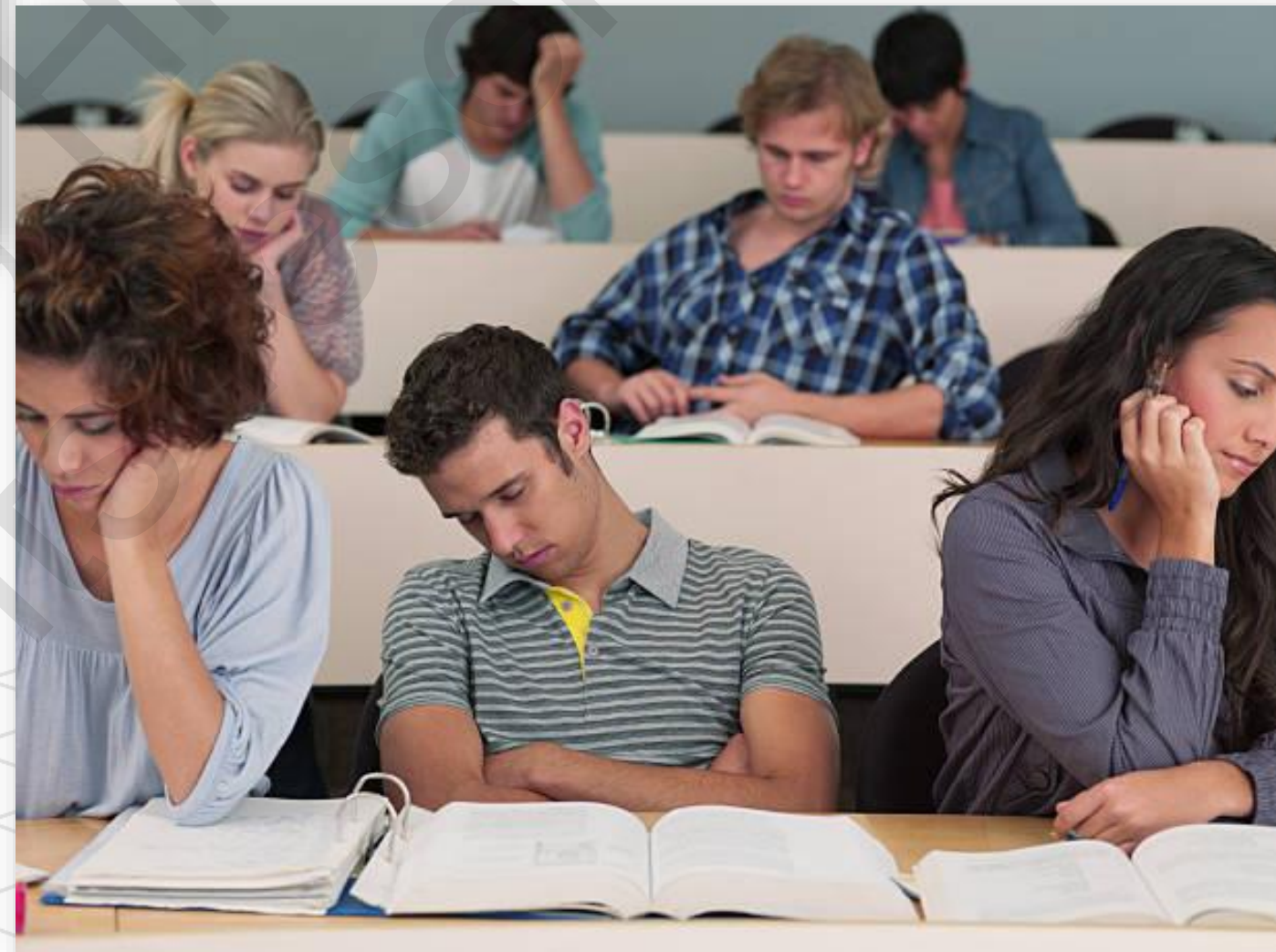
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Floor sharing and Q and A

5

Summary





# Motivation

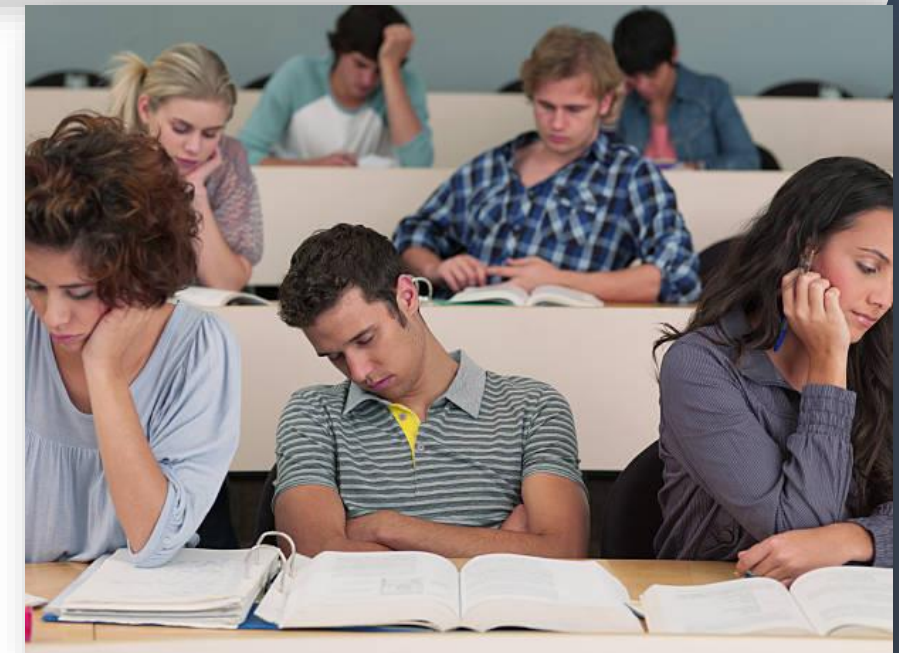
- ✓ from Latin verb “movere” (to move) – energy or drive to engage (Pintrich, 2003);
- ✓ accounted for a significant portion, ranging from 9% to 20%, of the variance in explaining academic **success** (Alhadabi et al. 2020; Azila-Gbettor et al. 2021; Ndoeye et al. 2020; Rump et al. 2017; Sartawi et al., 2012),



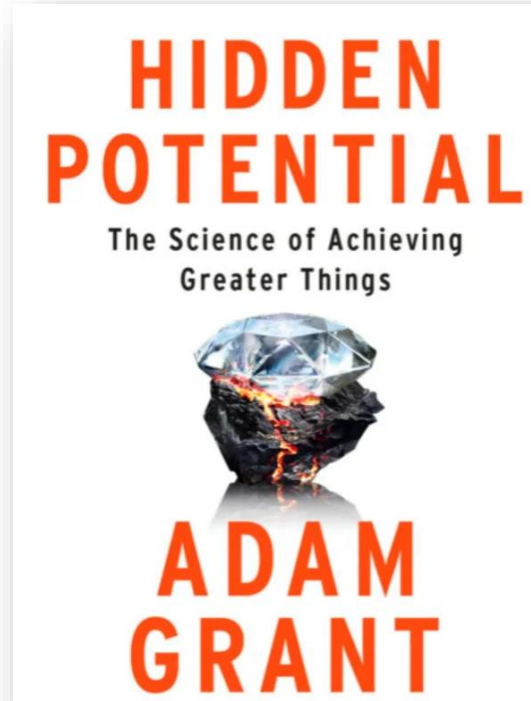
## Correlates of intrinsic motivation

- ✓ Creativity (Amabile, 1996; Deci & Ryan, 1985),
- ✓ Persistence (Deci & Ryan, 1985; Ryan & Deci, 2000),
- ✓ Learning and retention (Ryan & Deci, 2000; Vallerand et al., 1992),
- ✓ Well-being (Deci & Ryan, 1985; Ryan & Deci, 2000),
- ✓ Performance (Deci & Ryan, 1985; Ryan & Deci, 2000).

drive to do something because of the activity is inherently enjoyable, interesting, or fulfilling. It comes from within you—not from external rewards, pressures, or punishments.

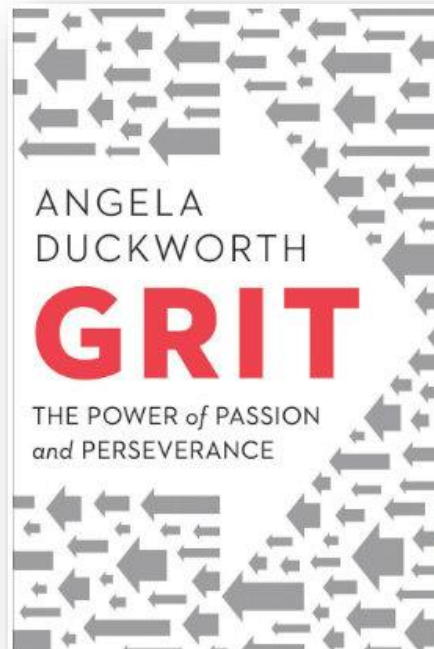


# What do psychologists say?



"Cognitive skills aren't sufficient for learning, but they are necessary"

Grant, 2023, p. 48

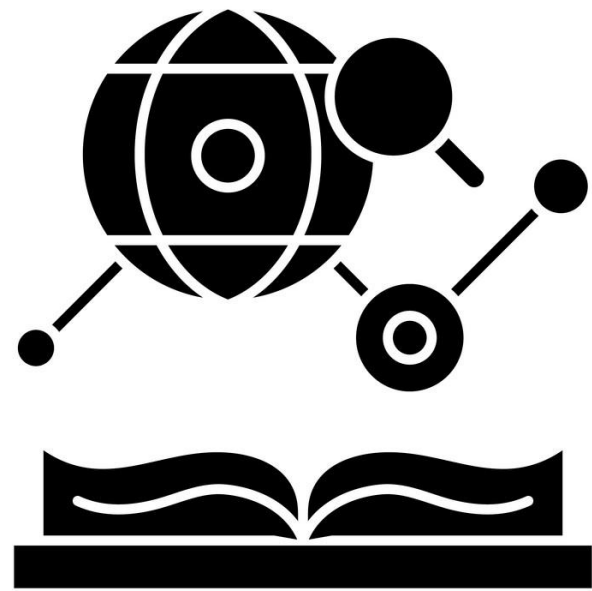


"Without effort, your talent is nothing more than your unmet potential. Without effort, your skill is nothing more than what you could have done but didn't. With effort, talent becomes skill, and the very same time, effort makes skill productive"

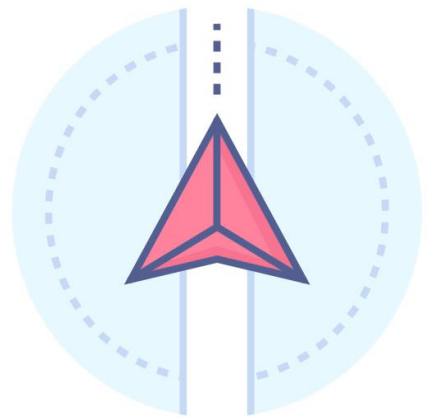
Duckworth, 2016 p. 51



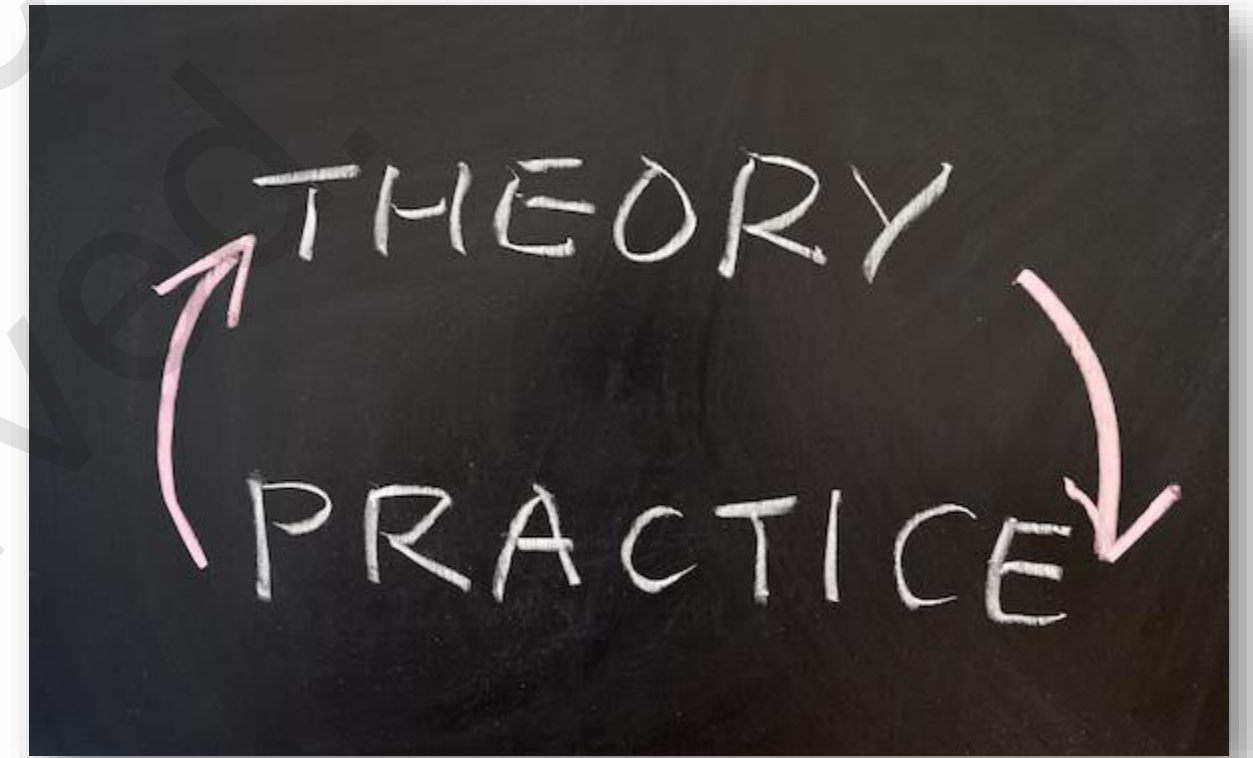
# Theory



THEORY



- framework for understanding phenomena,
- answers “why” and “how” questions about the world.
- simply: a tested explanation for “why/how” something works in the real world.
- Just as a GPS provides navigation instructions, a theory guides researchers/teachers in understanding and explaining complex phenomena.



# Popular motivational theories



Ryan & Deci,  
1985

## Self-determination Theory

- degrees to which psychological needs (autonomy, competence, relatedness) are satisfied versus thwarted determines motivation



Eccles & Wigfield,  
2020

## Expectancy Value Theory

- goals students hold in learning are determinants of their expectancy (E) and subjective task value (V) ( $E \times V = M$ )



Maehr & McInerney,  
2004

## Personal Investment Theory

- students' investment of energy depends of three facets of meaning: sense of self, achievement goals, facilitating conditions



Bandura, 1997

## Social-Cognitive Theory

- learning is explained through reciprocal determinism: environment, personal factors, and behavior.



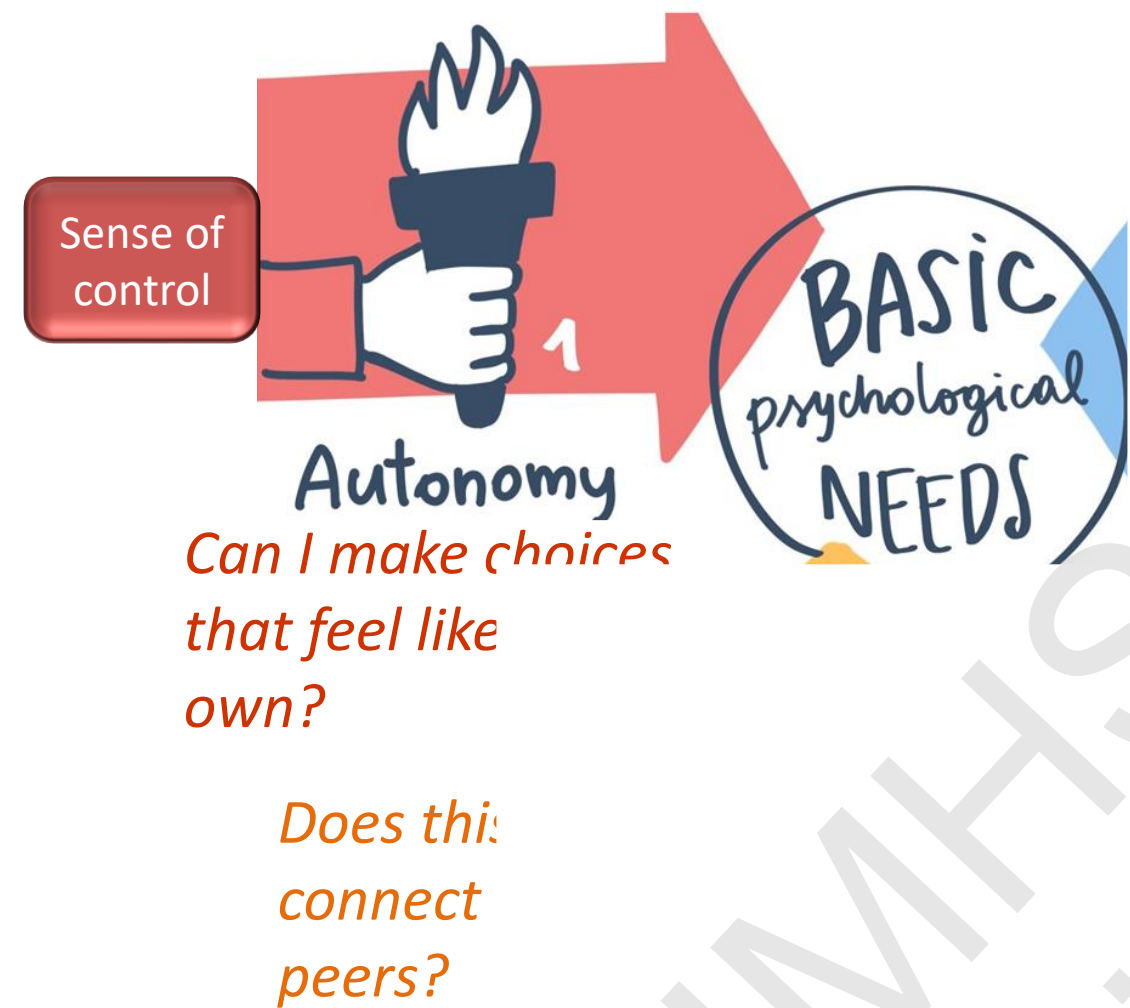
Dweck, et al., 1994

## Achievement Goal Theory

- individuals have different achievement goals, either focused on mastery or performance shaping their motivation

# Self-determination theory

- Autonomous motivation is derived from satisfaction of 3 basic psychological needs



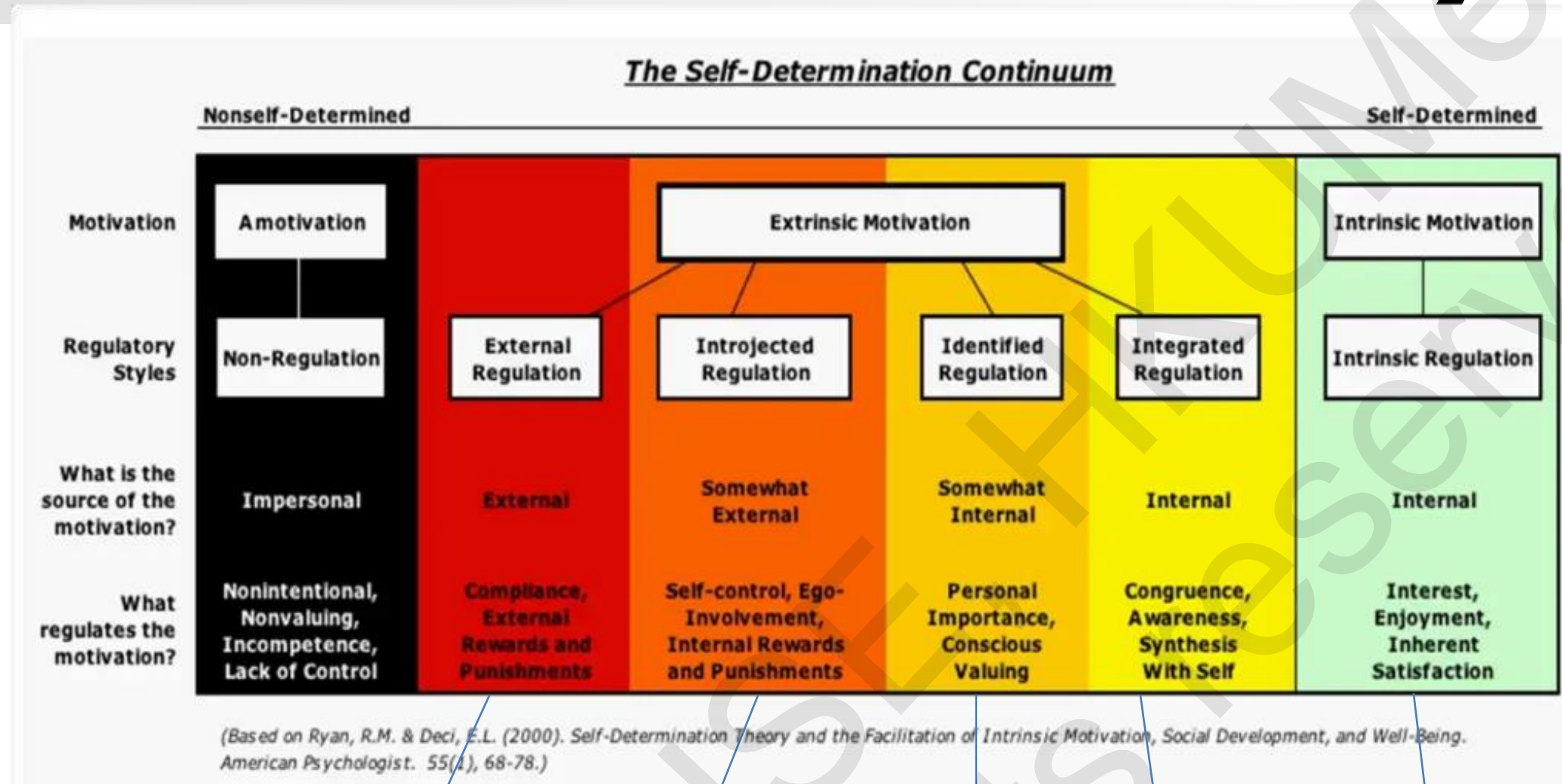
but



## IN THE CLASSROOM:

- 👍 Satisfaction of needs = interest, enjoyment (autonomous),
- 🚫 Thwarted needs = pressure, anxiety, disengagement (controlled)

# Self-determination theory



- SDT explains motivation as a spectrum of regulation styles, ranging from controlled (externally driven) to autonomous (internally aligned).
- Extrinsic motivation is NOT inherently "bad"—it depends on how well it's internalized and whether it aligns with your values.
- STUDENTS: Extrinsic motivation is necessary (students CAN'T love every part of med school). The goal is to internalize it!

"Hearing their struggles makes me want to make a difference.."

"This activity is part of who I want to be as a future doctor."

"I hate memorizing drug side effects, but it will save my patients lives."

"I should do this, or I'll feel guilty."

"I'm only doing this because I have to."

Who has the primary and inherent responsibility of motivating students in the classroom?

A. Parents

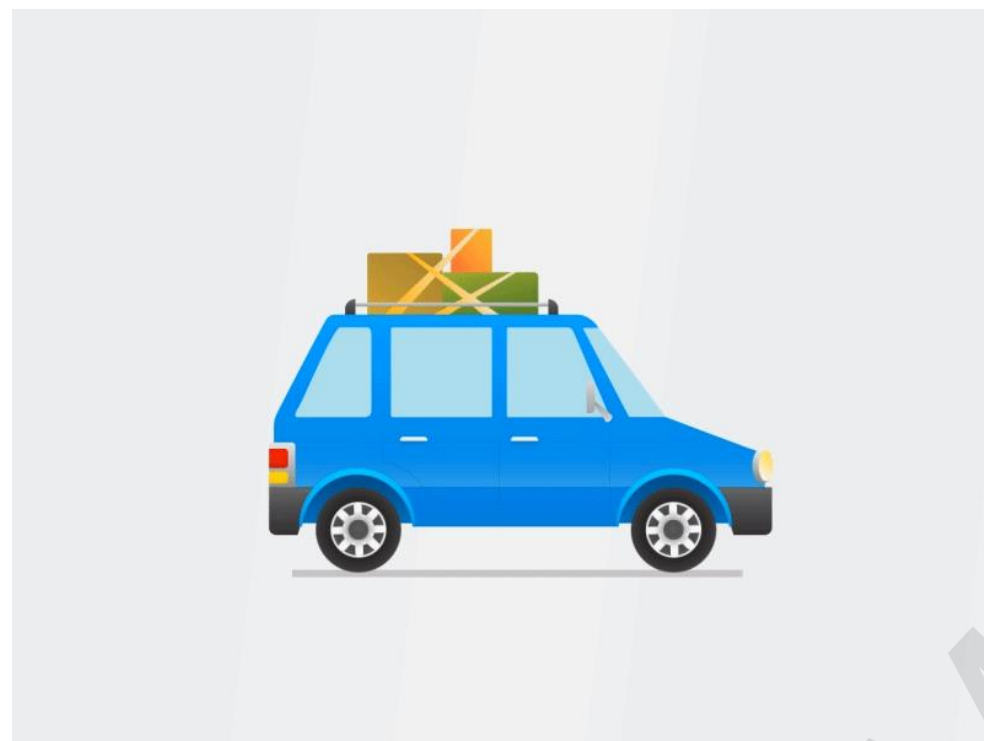
B. Peers

C. School admin

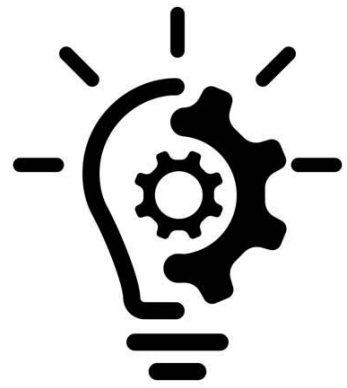
D. None of the above

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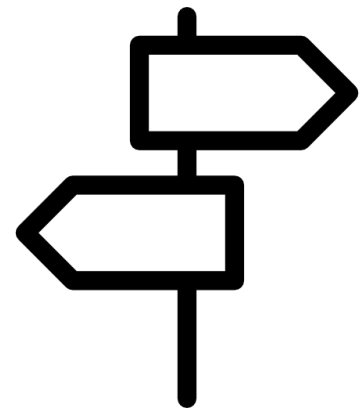
MOTIVATION



**CAR** principles to promote  
autonomous motivation  
from the lens of SDT



**Principle 1:** *Competence-building*: Provide opportunities for students to demonstrate their skills and knowledge, set achievable goals, and provide constructive feedback. Promote metacognition and debriefing.



**Principle 2:** *Autonomy-supportive teaching*: Foster an environment that encourages student choice, involvement in decision-making, and goal-setting (not controlling).

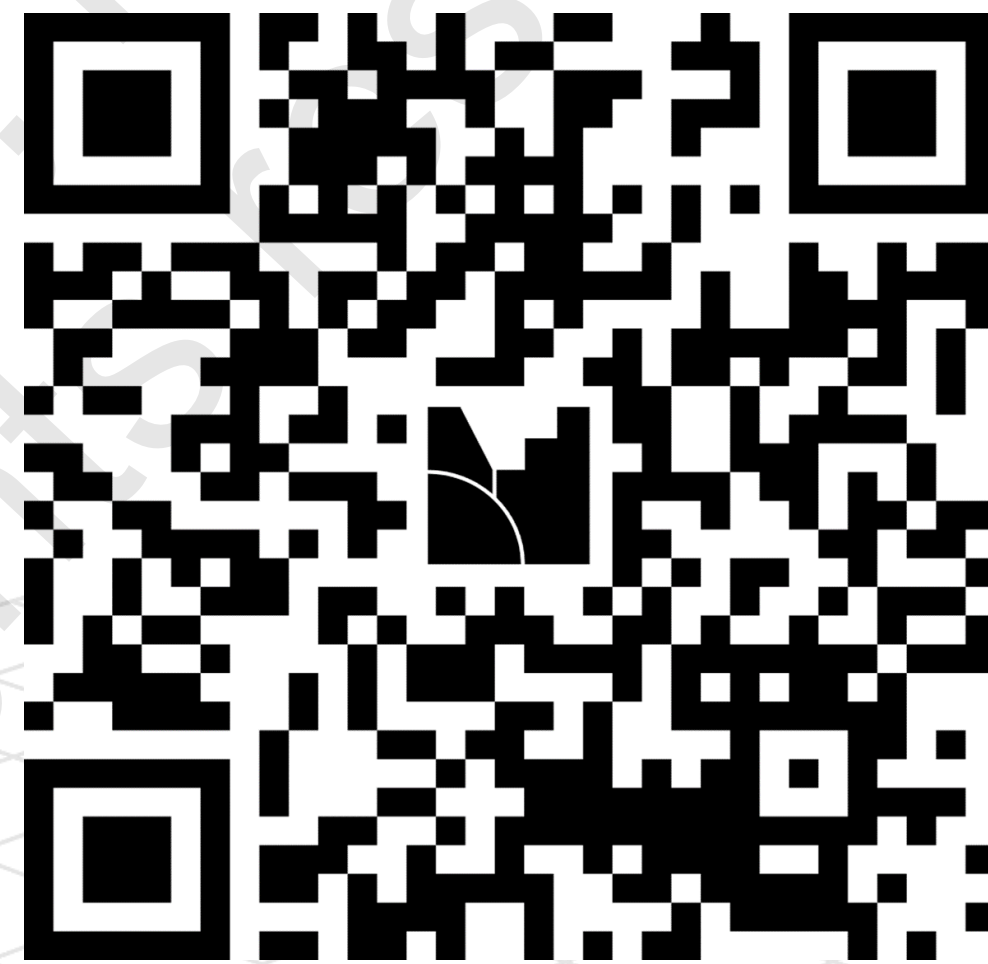


**Principle 3:** *Relatedness promotion*: Cultivate a sense of community and connectedness among students and between students and teachers through collaboration, group work, and social interaction.

How can small group sessions be designed to support learners' **autonomy, competence, and relatedness**, and promote intrinsic or self-determined in contrast to controlled motivation?



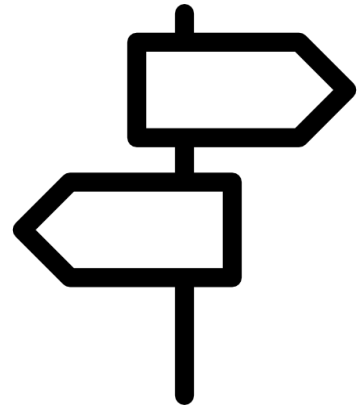
Join at [menti.com](https://menti.com) | Use vote code 4800 8231





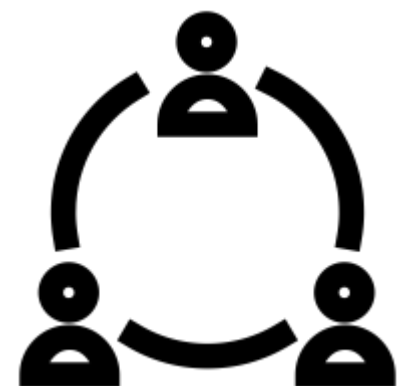
# Competence

- Acknowledge the level of content difficulty
- Break down the difficult tasks
- Tailored task assignment based on ability
- Recognition of personal/group achievements



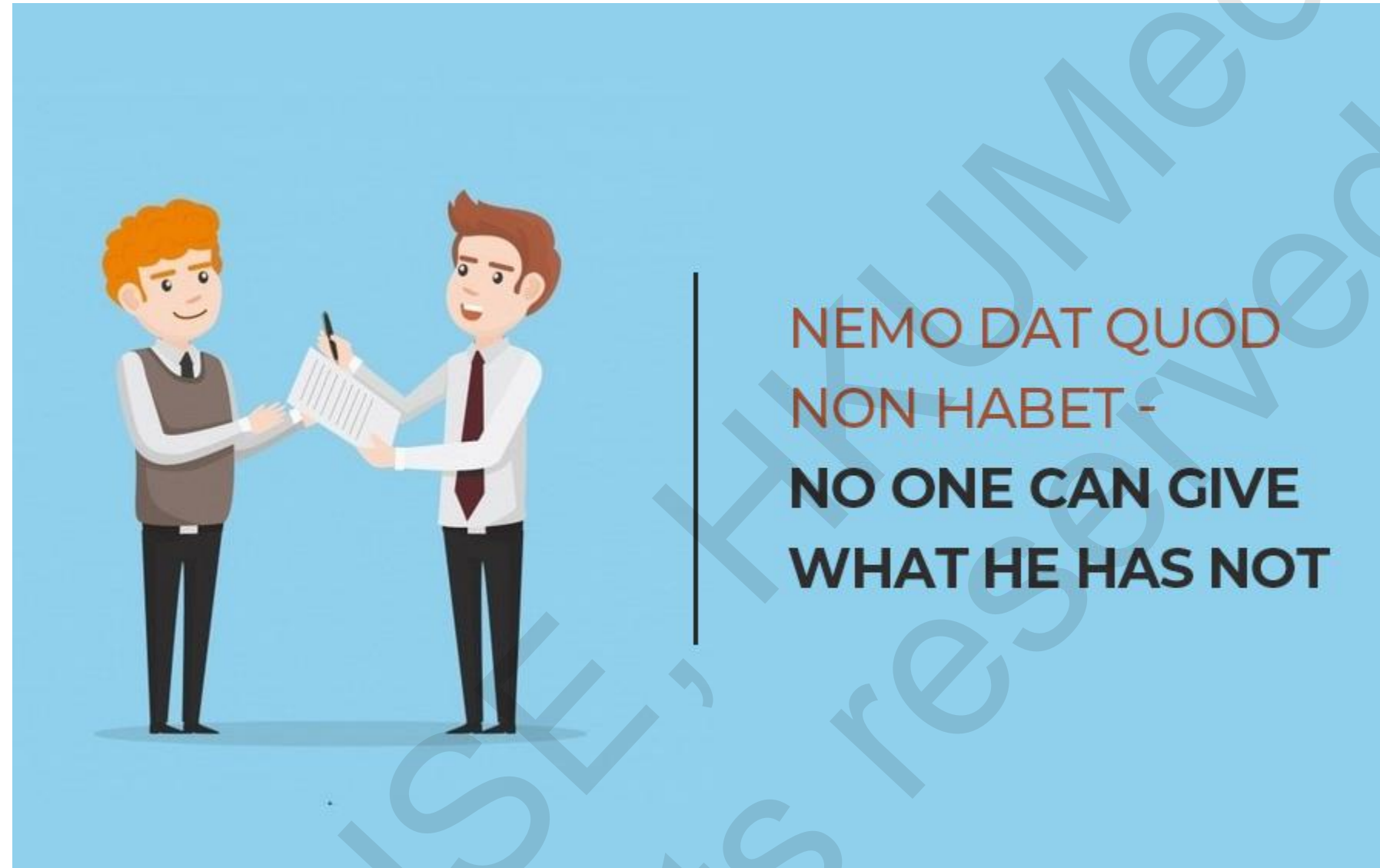
# Autonomy

- Self-selected learning environment
  - choice of seating
  - choice of role
- Self-regulated learning
  - learning pace
  - learning outcomes
  - presentation mode



# Relatedness

- Icebreaking
- Role play
- Digital-free time
- Think-pair-share
- Other pre- and post-class activities



How about our own motivation as teachers? Take care of your own motivation and well-being



## The role of teachers' motivation and mindsets in predicting a (de) motivating teaching style in higher education: a circumplex approach

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### Abstract

Although different measures for (de)motivating teaching are available for primary and secondary education, a fine-grained instrument to assess a variety of motivating and demotivating teaching practices in higher education is lacking. Adopting a Self-Determination Theory perspective, this study first used the newly developed Situation-in-School Questionnaire—Higher Education to examine in a sample of higher education teachers ( $N=357$ ;  $M_{\text{age}}=43.90$  years) whether a broad set of need-supportive and need-thwarting teaching practices are organized in a similar circular structure as in secondary education (Aelterman et al. in J Educ Psychol 111:497–521, 2019). Second, this study addressed the role of higher education teachers' motivation to teach (i.e., autonomous, controlled, amotivation) and their beliefs about the malleability of students' intelligence (i.e., fixed and growth mindset) in relation to the various distinguished teaching approaches. Results of multidimensional scaling analyses confirmed the hypothesized circular structure of eight different (de)motivating teaching approaches that differ in their level of need-supportiveness and directiveness. Second, hierarchical regression analyses provided evidence for the fairly independent role of teachers' motivation and mindsets, with the predictive role of each predictor systematically varying as one moves along the circumplex. Autonomous motivation and a growth mindset related positively to more motivating approaches (e.g., guiding, attuning), while controlled motivation, amotivation and a fixed mindset related positively to more demotivating approaches (e.g., domineering, abandoning). The present findings shed new light on the factors that underlie teacher-reported engagement in (de) motivating practices in higher education.

**Keywords** Teaching styles · Motivation to teach · Fixed and growth mindset · Higher education · Self-determination theory

- Intrinsically-motivated teachers teach in more motivating ways (Vermote et al., 2020).

Participants: Belgian higher education teachers from 13 colleges or universities



# Why do we teach?

“because I find this task interesting to do”

“because it is important for me to carry out this task”

**vs**

“because I would feel guilty not doing it”

“because the university obliges me to do it”

“I don’t know, sometimes, I don’t see its purpose”

# Mentimeter – results

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# Sharing and Question Session

- Share your experiences or thoughts
- Ask questions





**Self-determination Theory Checklist**  
Small Group Learning  
(Dr Fred Ganotice, Dr Mandy Liu, and Dr Sarah Chan)



<b>Directions:</b> Please review your teaching practices related to managing small group learning and indicate whether each behavior is implemented by checking the corresponding box.		
<b>Competence Support</b>	Yes	No
1. Do I provide clear goals and expectations for the group session?		
2. Do I offer resources, materials, and guidance to help group members develop their skills and knowledge?		
3. Do I provide constructive feedback and encouragement to enhance group members' confidence and competence?		
4. Do I provide opportunities for group members to demonstrate their competence?		
5. Do I encourage students to set their own learning goals?		
<b>Autonomy Support</b>		
6. Do I provide choices and opportunities for group members to make decisions whenever possible?		
7. Do I encourage group members to express their opinions and ideas freely?		
8. Do I foster students' sense of ownership and control over the learning process?		
9. Do I provide flexible structure to students whenever possible?		
10. Do I involve students in planning or designing some aspects of the session?		
<b>Relatedness Support</b>		
11. Do I create a positive and inclusive atmosphere where group members feel valued and respected?		
12. Do I encourage collaboration, active listening, and open communication among group members?		
13. Do I facilitate opportunities for group members to connect and build relationships and develop teamwork and collaboration with one another?		
14. Do I provide icebreakers or team-building activities or collaborative teaching strategies?		
15. Do I encourage students to share their experiences, perspectives, and insights?		

# TAKE HOME MESSAGES

- Promote intrinsic motivation and curiosity
  - Offer constructive feedback for competence
  - Provide choices and control for autonomy
  - Design collaborative learning for relatedness
- Encourage realistic and meaningful goal-setting
- Create a supportive and inclusive environment
- Foster internalization of extrinsic motivation
- Model enthusiasm and curiosity
- Value individual differences in learning
- Encourage collaboration and teamwork

**Thank you for coming!**

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