

RESEARCH BRIEF

INSTRUCTOR PRACTICES AND STUDENT MOTIVATION (PARTICIPANT POOL FALL 2018)

Thank you to the 164 undergraduate participants who took the time to participate in our study to help us better understand what students interpret as motivating and supportive to their success when it comes to reading a syllabus. As we mentioned in the session, this syllabus was completely fictitious but served as a prompt for your perceptions. Here are some initial findings that we thought you may find interesting. Any questions or comments can be directed to acme@ualberta.ca.

Based on a generic thematic analysis, the following are the most common responses in terms of what students found...

MOTIVATING

1. "The fact that the lecturer will expand **beyond the textbook** instead of just repeating the readings."
2. "I find the **list of learner outcomes** is motivating as it lays out what one will be learning in the course."
3. "I will be able to **apply this knowledge** in my classrooms."
4. "You can tell the professor is excited about the class. The initial "welcome" paragraph is **very positive and inviting**."

UNMOTIVATING

1. "There is **no grade for participation** which would discourage me from group discussions and activities."
2. "Knowing that **extensions will not be granted** even in the case of emergencies does not motivate me."
3. "The way the **grading components** are put out. They come across as very stressful events."
4. "The overview and **outcomes section**."

We asked student how much they believed the instructor was trying to do to the following five things based on what they could infer from the syllabus. Their responses were as follows:

