

## Demotivation – How to Research it?

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## Decreasing de-motivation

“Increasing Student Motivation”  
OR  
“Decreasing Student De-motivation”  
... the difference?

## Relevance

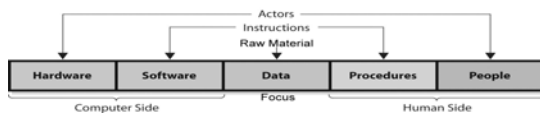
- **perceived** relevance has long been recognized as necessary for learner engagement
- “Make content relevant to student values and goals”
- “Frequently, students are skeptical of the significance of the material taught to them in the classroom. A question they often pose to teachers is ‘What’s in it for me?’ Making content relevant to students’ personal and career goals addresses these concerns.” (Frymier & Shulman, 1995, p1)
- BUT – “Motivation’ is a product of good teaching, not its prerequisite;” (Biggs 2003) ??? True / False?

## Perceptions versus Reality

- If informed, as a business student, you are required to do a full semester’s course in Information Systems...
- What do you expect to study / have to learn?
- Are you excited about / interested in this?
- How relevant is this to your degree program or future career as an Accountant or Marketer (etc)?

## Information Systems

- Is NOT “IT” and NOT “about computers”



- IS is about Information Management; Decision-making; Problem Solving; Systems Thinking (systemic & systematic approaches); Business Processes ...

## Results and Reasons

- Relevant Text Book & Focus WORKED!
  - But same fail rate!
- course delivery and assessment methods – changed
  - used to require rote learning
  - (of irrelevant and meaningless subject)
- Now: assessment of applied problem-solving
  - using systems thinking and systems theory
  - in a subjective-judgment-based case-approach
  - refused “past exams and sample answers” or “exactly right” answers to tutorial exercises
- Students dislike this intensely!
  - (and same Fail rate)

## More questions

- With same Fail rate:
  - were irrelevance and de-motivation really significant, after all?
- absolutely convinced – Yes, they were!
- BUT - Evidence – how to find it?

## “No study can investigate everything at once”

(Ragland, 2008, p17)

- To measure difference accomplished by change, need to isolate each change – yet:
- needed change was immediate and comprehensive
- needed to simultaneously implement all the changes perceived necessary (or take several years)
- too many competing issues all contributing to positive and negative results
- SO - How to assess?

## Yet more (different) questions

### IMPORTANT SPIN-OFF:

- *Different issue but looming large & important:*
- student preference for right-or-wrong, black-or-white rote learning –
  - how address it ?
  - and how research it?
- And back to the core question...

## 2009 – totally changing again... How evaluate? RESEARCH METHODOLOGY NEEDED

- Believe new text book (& etc) solves “demotivation through irrelevance” issue
- *NOTE – can't prove that – no evidence – no research.* NOW: Trialling TBL in 2009 to address other issues.
- New total revamp of whole course delivery & assess
- Need Research Methodology to evaluate BEFORE I start!

## RESEARCH METHODOLOGY NEEDED

... any ideas?