

# Managing your University learning experience

## Talk 4



### **Effective Study - Motivation**



Motivation

Intrinsic

Extrinsic



Your Motivational Foundation

Pushing you

Pulling you along



Your optimal strategy for effective study

Rewards

Goals

Routine

**We  
explore .....**



Motivating Factors in Life



Intrinsic and Extrinsic Motivation



Your Motivational Foundation



Motivation by Rewards



Motivation by Goals



Motivation by Routine

# Motivating Factors in Life

# Motivating Factors in Life

Primary motivations

Secondary motivations

# Motivating Factors in Life

Primary motivations

# Motivating Factors in Life

## Primary motivations

- Hunger
- Thirst
- Warmth
- Shelter

# Motivating Factors in Life

Secondary motivations



# Motivating Factors in Life

## Secondary motivations

- Our learned desires
- Socialise with people
- Success

# Motivating Factors in Life

## Primary motivations

- Hunger
- Thirst
- Warmth
- Shelter



## Secondary motivations

- Our learned desires
- Socialise with people
- Success



# Motivating Factors in Life

## Primary motivations

- Hunger
- Thirst
- Warmth
- Shelter



Survival

## Secondary motivations

- Our learned desires
- Socialise with people
- Success

# Motivating Factors in Life

## Primary motivations

- Hunger
- Thirst
- Warmth
- Shelter



Survival

## Secondary motivations

- Our learned desires
- Socialise with people
- Success



Strong influence on happiness  
and well-being

# Motivating Factors in Life



Motivation to succeed academically, in sport, in business etc

## Secondary motivations

- Our learned desires
- Socialise with people
- Success

Achievement motivation

# Intrinsic and Extrinsic Motivation

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Intrinsic Motivation

Extrinsic Motivation

# Intrinsic and Extrinsic Motivation

Intrinsic Motivation



# Intrinsic and Extrinsic Motivation

## Intrinsic Motivation

- Internally driven
- Pull factor
- Doing something for its own sake

# Intrinsic and Extrinsic Motivation

Extrinsic Motivation

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## Extrinsic Motivation

- Externally driven
- Push factor
- Doing something to get some form of a reward

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*“I study engineering because I love everything to do with engineering”*

## Extrinsic Motivation

- Externally driven
- Push factor
- Doing something to get some form of a reward



# Intrinsic and Extrinsic Motivation

## Intrinsic Motivation

- Internally driven
- Pull factor
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*“I study engineering because I love everything to do with engineering”*

## Extrinsic Motivation

- Externally driven
- Push factor
- Doing something to get some form of a reward



**“I study engineering so that I can be a leader and in a well-paid job”**

# Motivational foundation

# Motivational foundation

Who or what is pushing you to succeed in university ?

How much inner drive is pulling you along to succeed in what you want for yourself from your university experience?



# Motivational foundation

- Later: how we motivate ourselves using the 'push' and the 'pull' ?
- But first: What 'motivational foundation' am I starting from ?

# Topics in two sets of upcoming statements

- A. *Family pressure*
- B. *Something to do until I know better*
- C. *Getting away from home*
- D. *Being free for a few years more*
- E. *Not wasting an offer*

You will assess your overall level of agreement with A - E

You will assess your overall level of agreement with F - J

- F. *Liking engineering*
- G. *Developing as a person*
- H. *Opportunity to learn*
- I. *Sign of achievement*
- J. *Achieving a professional goal*

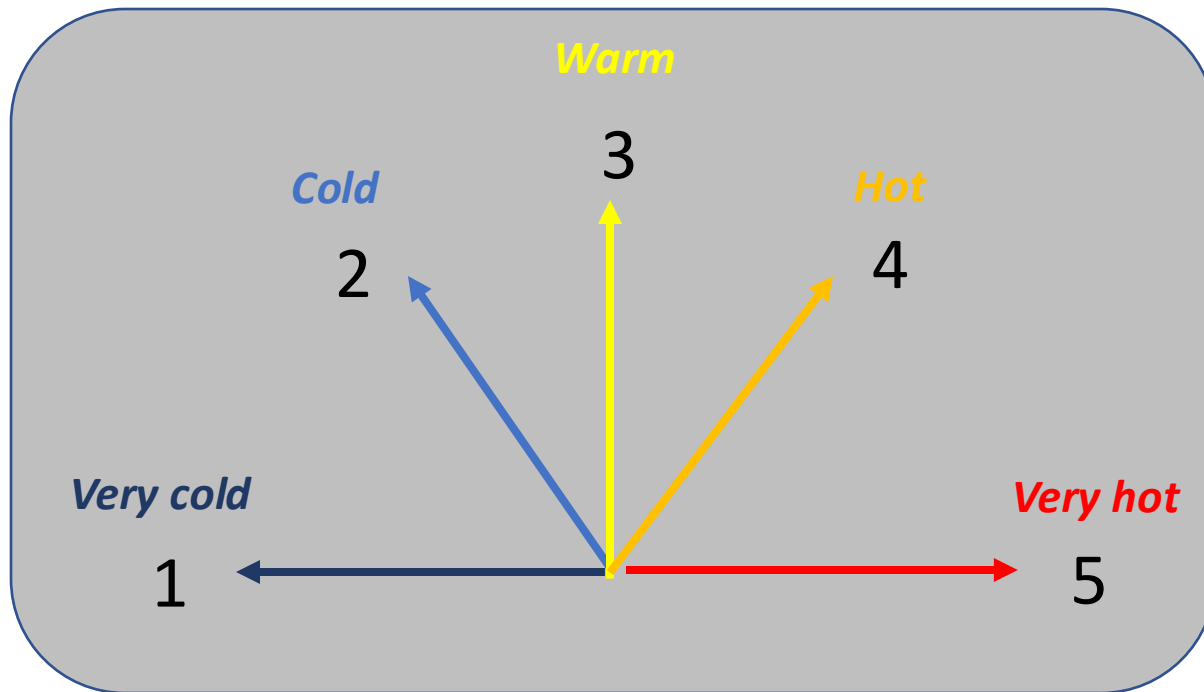
# Make out a table to record your assessment

Statement	Your agreement level ?	Statement	Your agreement level ?
A		F	
B		G	
C		H	
D		I	
E		J	

Fill in your level of agreement with each statement.

# Assess your motivation to attend university

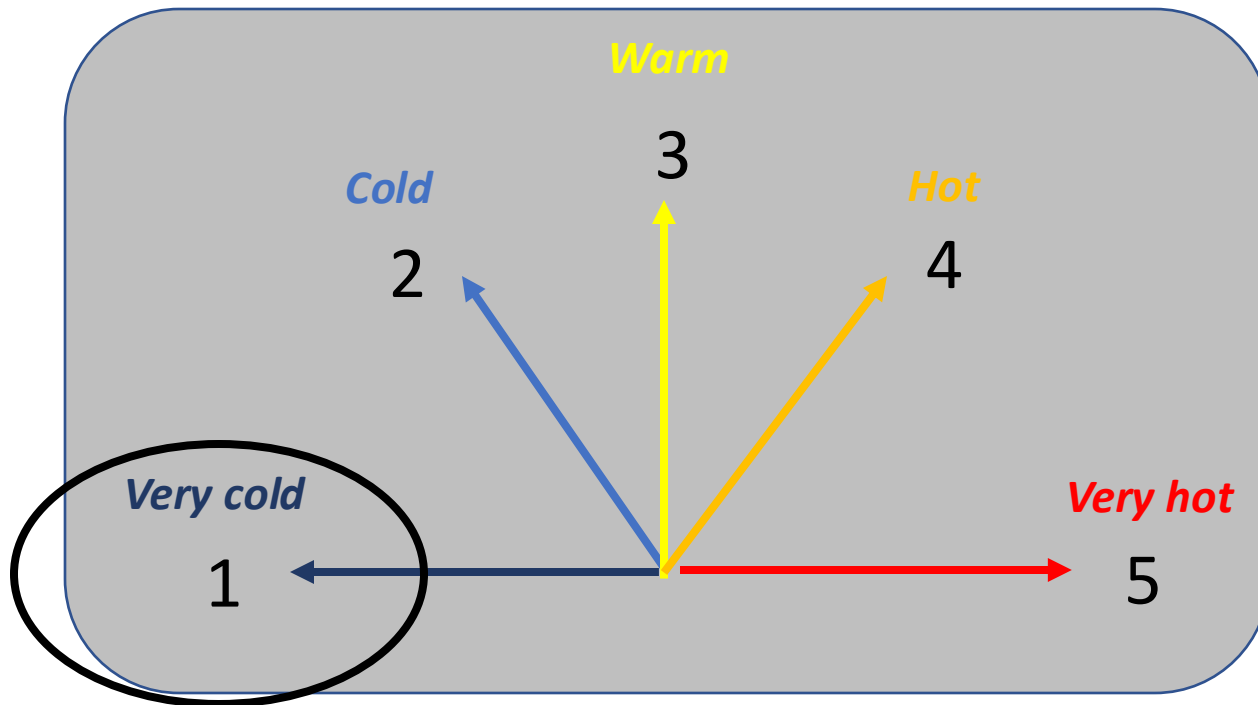
Rate your level of agreement on a scale of 1 - 5 to each of 10 statements



1	Never. Statement is not true for me
2	Not really. Statement only partially true
3	Somewhat. Maybe some truth in statement
4	Mostly yes. Statement is fairly accurate for me
5	Definitely. Statement is very accurate for me

# Assess your motivation to attend university

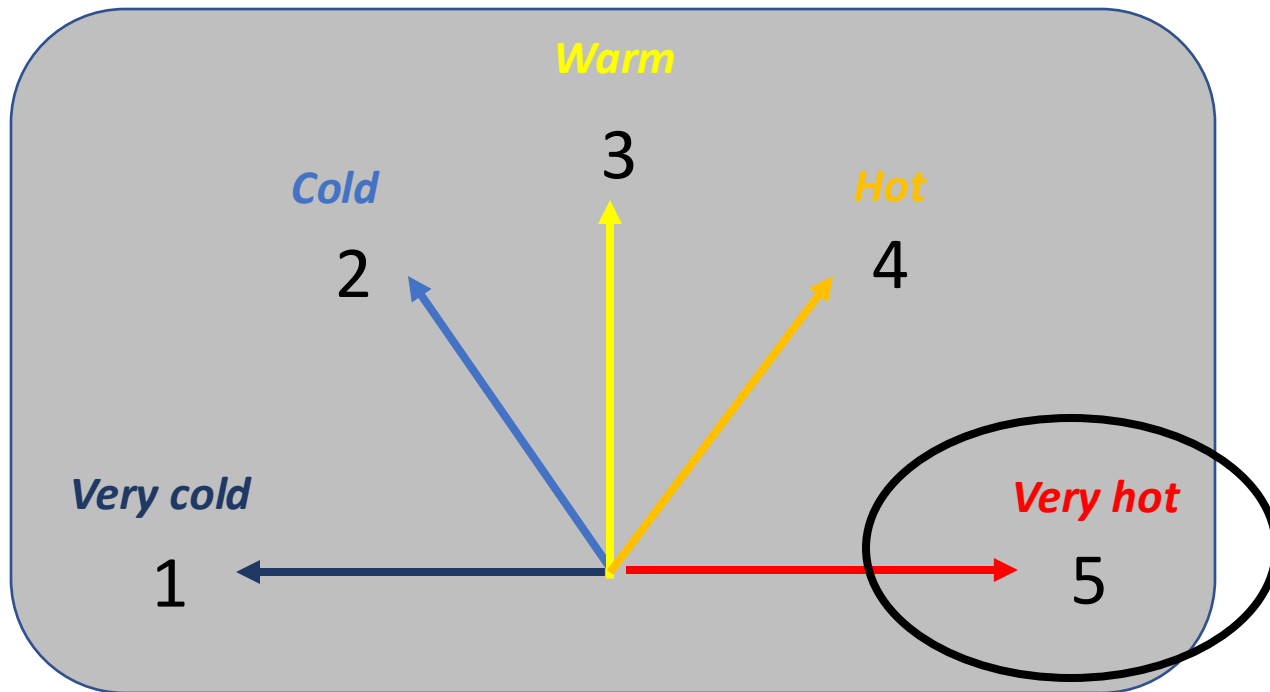
Your level of agreement (1 - 5)



1	Never. Statement is not true for me
---	--

# Assess your motivation to attend university

Your level of agreement (1 - 5)

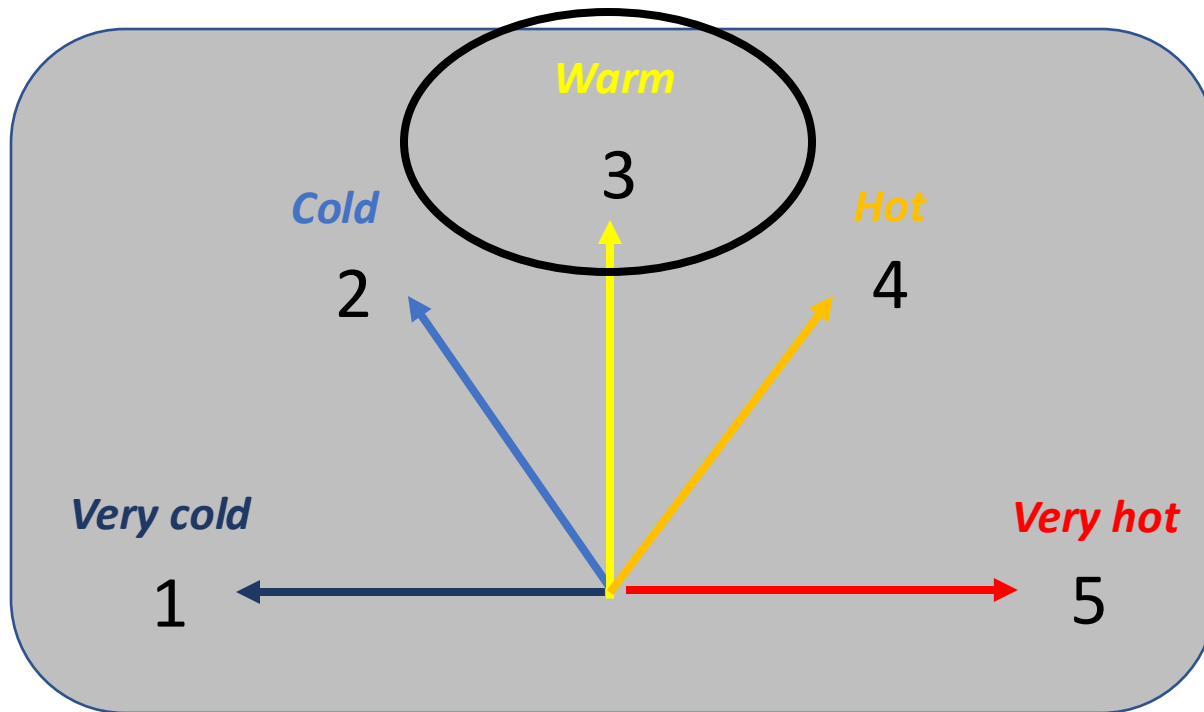


5

Definitely.  
Statement is very accurate for me

# Assess your motivation to attend university

Your level of agreement (1 - 5)



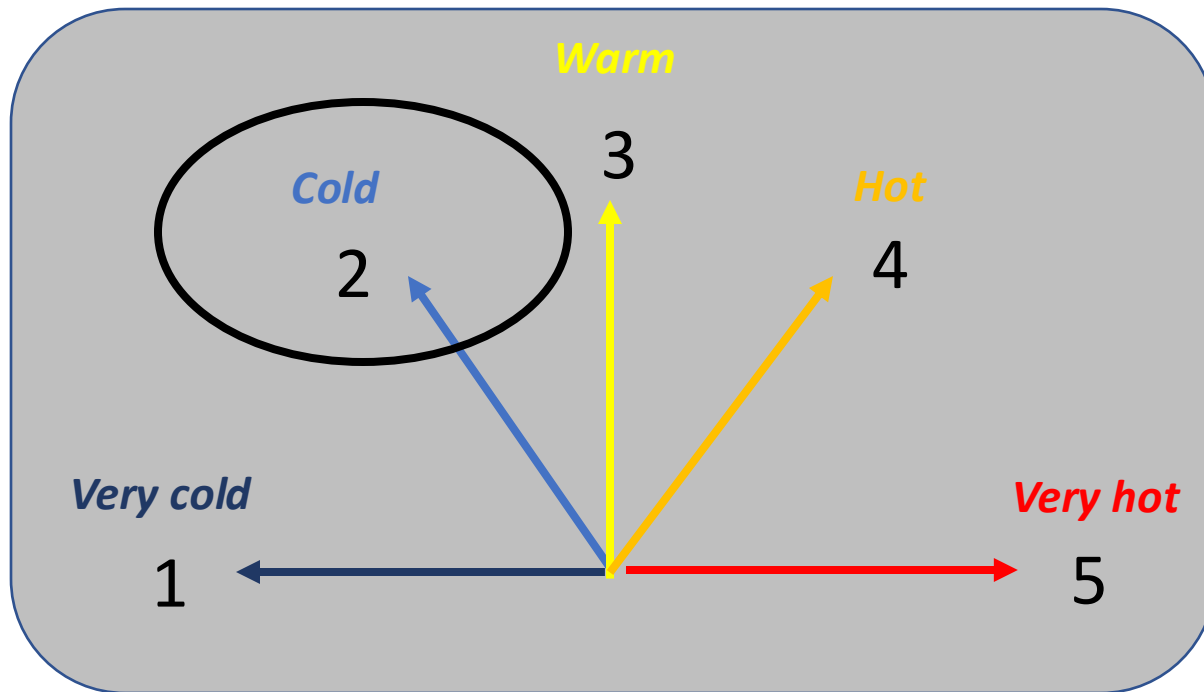
3

Somewhat.

Maybe some truth in statement

# Assess your motivation to attend university

Your level of agreement (1 - 5)

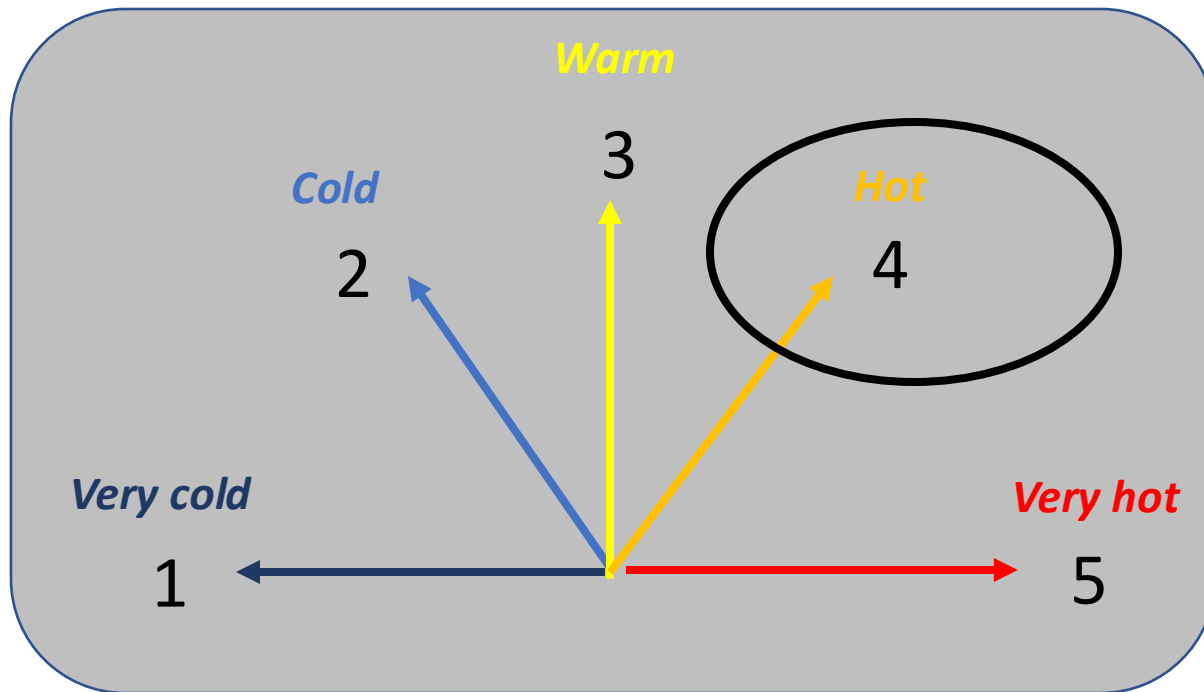


2	Not really. Statement only partially true
---	--



# Assess your motivation to attend university

Your level of agreement (1 - 5)



4

Mostly yes.  
Statement is fairly accurate for me

# Assess your motivation to attend university



Sense your immediate instinctive feeling – there is no ‘right’ or ‘wrong’ answer

Be honest with yourself - this exercise is confidential to you

This exercise is simply a tool to help you choose your best motivating strategies in your current personal circumstances of studies at university

# Assess your motivation to attend university

Statement	Your agreement level ?	Statement	Your agreement level ?
A		F	
B		G	
C		H	
D		I	
E		J	

# Statement A

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... my family put pressure on me to go to university*

Statement	Your level	Statement	Your level
A	1 2 3 4 or 5?		

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement B

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... it gives me something to do until I know better  
what I really want to do later in life*

Statement	Your level	Statement	Your level
A			
B	1 2 3 4 or 5?		

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement C

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... I just wanted to get away from home*

Statement	Your level	Statement	Your level
A			
B			
C	1 2 3 4 or 5 ?		

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement D

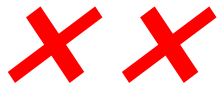
(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... I liked the idea of being free for a few years more*

Statement	Your level	Statement	Your level
A			
B			
C			
D	1 2 3 4 or 5 ?		

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement E

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... I was offered a place in university based on past achievement and I did not want to waste the offer*

Statement	Your level	Statement	Your level
A			
B			
C			
D			
E	1 2 3 4 or 5 ?		

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate





# Statement F

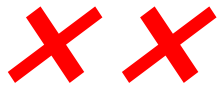
(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*.....I like things to do with engineering*

Statement	Your level	Statement	Your level
A		F	1 2 3 4 or 5?
B			
C			
D			
E			

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement G

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... I wanted to develop as a mature person*

Statement	Your level	Statement	Your level
A		F	
B		G	1 2 3 4 or 5?
C			
D			
E			

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement H

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... I wanted an opportunity to learn new things*

Statement	Your level	Statement	Your level
A		F	
B		G	
C		H	1 2 3 4 or 5?
D			
E			

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement I

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... I wanted a university degree as a sign of achievement*

Statement	Your level	Statement	Your level
A		F	
B		G	
C		H	
D		I	1 2 3 4 or 5?
E			

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate



# Statement J

(Rate your level of agreement, 1 to 5)

*I came to university because ...*

*..... To become an engineer I need a university degree*

Statement	Your level	Statement	Your level
A		F	
B		G	
C		H	
D		I	
E		J	1 2 3 4 or 5?

1	Never. Statement not true for me
2	Not really. Statement only partially true
3	Somewhat. Some truth in the statement
4	Mostly yes. Statement is fairly accurate
5	Definitely. Statement is very accurate

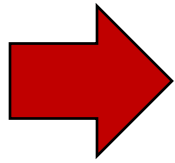


# Assess your motivation to attend university

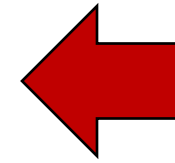
Statement	Your agreement level	Statement	Your agreement level
A		F	
B		G	
C		H	
D		I	
E		J	
	Your total 5 to 25 ?		Your total 5 to 25 ?

Determine your total for each set of five statements

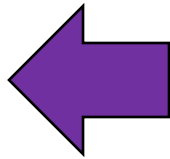
# Which group is higher – the ‘push’ (A – E) or the ‘pull’ (F – J) ?



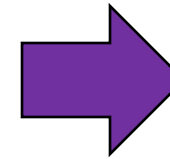
- A. My family put pressure on me to go to university
- B. It gives me something to do until I know better what I really want to do later in life
- C. I just wanted to get away from home
- D. I liked the idea of being free for a few years more
- E. I was offered a place in university based on past achievement and I did not want to waste the offer



**PUSH**



- 
- F. I like things to do with engineering
  - G. I wanted to develop as a mature person
  - H. I wanted an opportunity to learn new things
  - I. I wanted a university degree as a sign of achievement
  - J. To become an engineer I need a university degree



**PULL**

# Assess your motivation to attend university

Statement	Your agreement level	Statement	Your agreement level
A		F	
B		G	
C		H	
D		I	
E		J	
	Your total 5 to 25 ?		Your total 5 to 25 ?

**PUSH**

**PULL**



# Assess your motivation to attend university

Statement	Your agreement level	Statement	Your agreement level
A		F	
B		G	
C		H	
D		I	
E		J	
Your total 5 to 25 ?		Your total 5 to 25 ?	

**PUSH**

**PULL**

Which set has a higher total, 'push' or 'pull' ?

# Which group is higher – the ‘push’ or the ‘pull’ ?

- A. My family put pressure on me to go to university
- B. It gives me something to do until I know better what I really want to do later in life
- C. I just wanted to get away from home
- D. I liked the idea of being free for a few years more
- E. I was offered a place in university based on past achievement and I did not want to waste the offer

**PUSH**

Statements tending to a passive starting position at university, externally-motivated

- 
- F. I like things to do with engineering
  - G. I wanted to develop as a mature person
  - H. I wanted an opportunity to learn new things
  - I. I wanted a university degree as a sign of achievement
  - J. To become an engineer I need a university degree

**PULL**

Statements tending to a more self-motivated starting position at university, internally driven

# Assess your motivation to attend university



Now that you know if your motivation for current university study is:

passive / externally-motivated

or more

self-motivated / internally driven

you can better plan your study sessions based on your preferred combination of rewards, goals and routine

# Motivation by Rewards

# Motivation by Rewards

## Law of Effect

- Behaviour that leads to satisfying outcomes is likely to be repeated;
- Behaviour that has negative outcomes is less likely to reoccur.

# Motivation by Rewards

## Deferred gratification

- The ability to defer gratification has a major role for success in life
- We develop the skill of 'earning' each 'treat' that we allow ourselves

# Motivation by Rewards

Reward yourself after each successful study session

– you will know that you have earned that little ‘treat’!

Each study session - an activity associated with a reward - gradually becomes rewarding in itself, as you deepen the experience of the joy of learning

# Motivation by Rewards

Choose practical rewards that help you achieve your study goals and a good study habit



# Motivation by Rewards

Choose practical rewards that help you achieve your study goals and a good study habit

Reward during short break  
between study periods: cup  
of tea? phone a friend?  
crossword or tangram puzzle?  
etc. etc.



# **Motivation by Goal-setting**

# Motivation by Goal-setting

- Effective motivation requires some direction
- It is useless to achieve hundreds of study hours if they do not help you to achieve your ultimate goal (do well in your assignments and examinations)
- Break the task into pieces and set goals, or targets, for yourself using the 'SMART' technique

# My overall goal and the tasks / sub-goals needed to achieve it

I want to .....which will be achieved by these tasks ..... with these goals for each task .....

Specific description of goals, tasks, actions

## Timeline

Task A, Start .... Finish ....

Task B, Start .... Finish ....

Task C, Start .... Finish ....

## Actions for each task

Action A .....

Action B .....

Action C .....

Action C .....

## Measurement of Progress

Task A, % complete .....

Task B, % complete, .....

Task C, % complete, .....

## Reality Check

Problems encountered .....

Corrective actions / revisions to plan .....

# SMART Goal-setting: Action-related



Achieving a goal involves action or a series of actions

# SMART Goal-setting: Action-related



Achieving a goal involves action or a series of actions

Carefully timetable and monitor actions involving others, because these actions are not fully in your control !

# SMART Goal-setting: Action-related

Teamwork example

Deadline for submission  
brought forward by 3 days



# SMART Goal-setting: Action-related



## Bad example:

*“I expect to receive each team member’s contribution to our Teamwork Assignment 3 days earlier than we had planned, presuming that everyone will have read the e-mail from the lecturer about the new deadline”*



# SMART Goal-setting: Action-related



## Bad example:

*~~"I expect to receive each team member's contribution to our Teamwork Assignment 3 days earlier than we had planned, presuming that everyone will have read the e-mail from the lecturer about the new deadline"~~*

INCLUSION

# SMART Goal-setting: Action-related



Good example:

*“I will convene a team meeting on Monday regarding the new deadline for the Teamwork Assignment, so that we can jointly review each person’s progress on their section and redistribute tasks if some members will not finish their part by the new deadline”*

# SMART Goal-setting: Action-related



Good example:

*"I will convene a team meeting on Monday regarding the new deadline for the Teamwork Assignment, so that we can jointly review each person's progress on their section and redistribute tasks if some members will not finish their part by the new deadline"*

ACTION

# SMART Goal-setting: Time-bound



Each step of achieving a goal needs to be time-bound

Deadlines are a necessary evil in life!

# SMART Goal-setting: Time-bound



Good example:

*“I will do the library research for Engineering Mechanics Assignment 2 on Monday; the calculations and analysis on Tuesday; the discussion, conclusions, final write up on Wednesday; and I will submit the report on Thursday”*

# SMART Goal-setting: Time-bound



Bad example:

*“I will do Engineering Mechanics Assignment 2 early in the week so that I will have it finished well before the deadline on Friday”*

# SMART Goal-setting: Time-bound



Bad example:

~~"I will do Engineering Mechanics Assignment 2 early in the week so that I will have it finished well before the deadline on Friday"~~

IMPRECISE  
TIMING

# SMART Goal-setting: Measurable



You need to monitor progress towards achieving your goals

*“What gets measured gets done”*



# SMART Goal-setting: Measurable

Example:

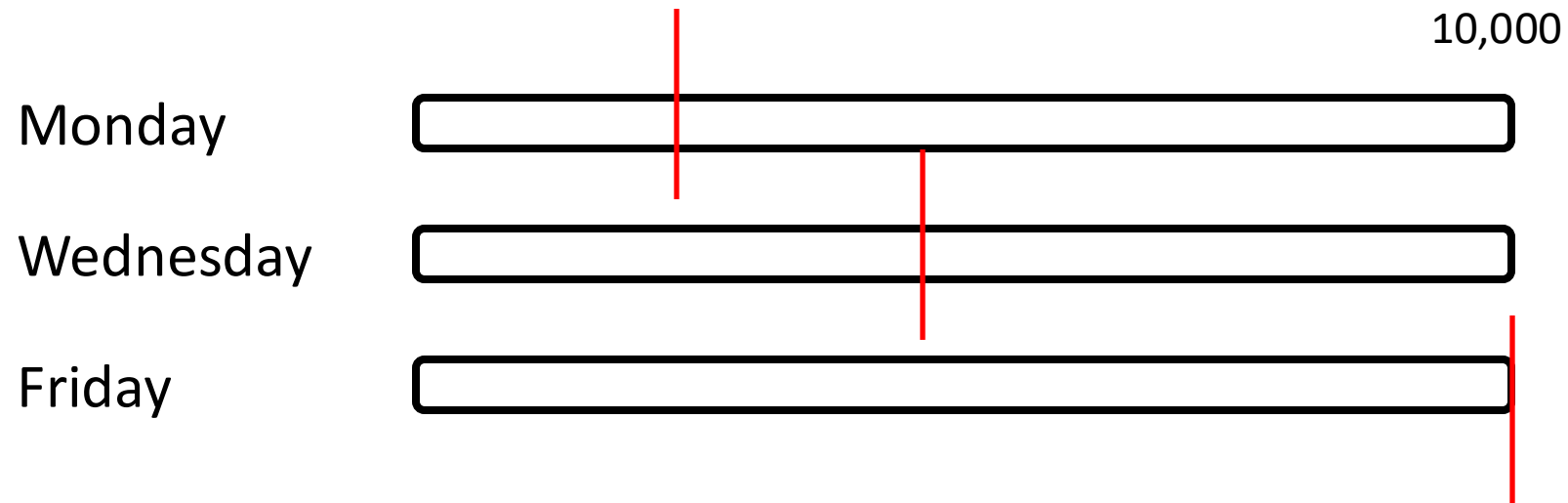
10,000 word essay assignment



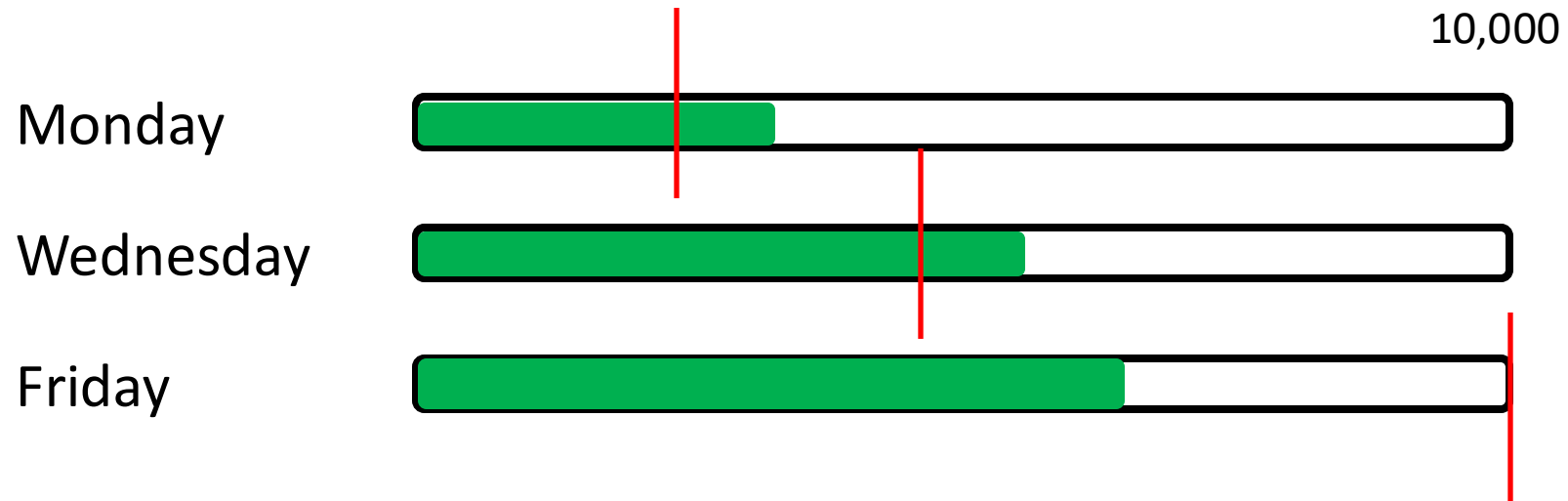
# SMART Goal-setting: Measurable



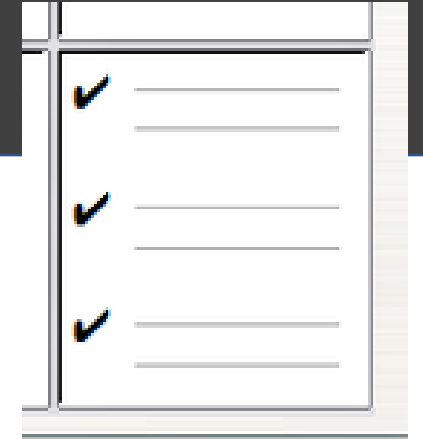
Example: 10,000 word essay assignment



# SMART Goal-setting: Measurable

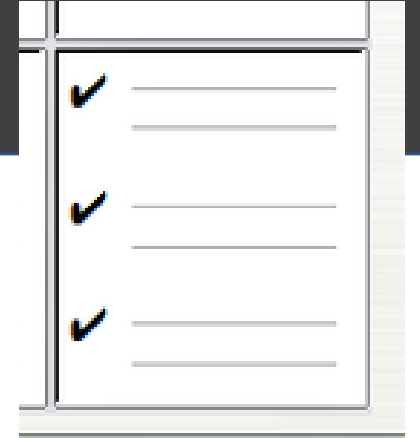


# SMART Goal-setting: Specific aspects



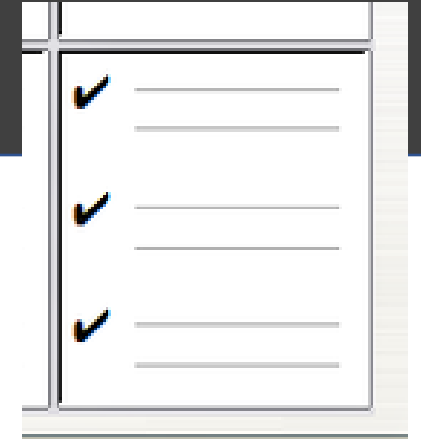
To be motivating, the goal for each task must be specific

# SMART Goal-setting: Specific aspects



Good example: *“I will determine the main headings for each section on my poster project by library research between 3:00 and 4:30 on Tuesday”*

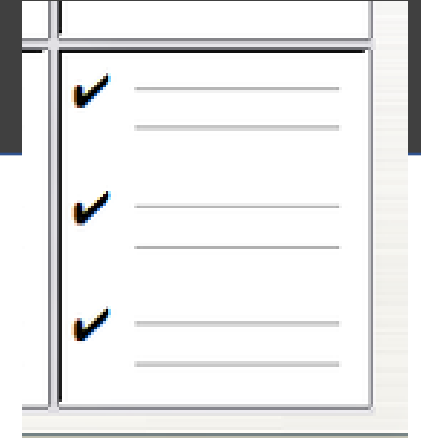
# SMART Goal-setting: Specific aspects



**SPECIFIC** ✓

Good example: *"I will determine the main headings for each section on my poster project by library research between 3:00 and 4:30 on Tuesday"*

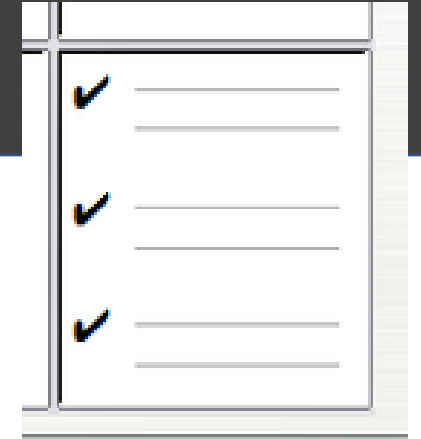
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Good example: “I will determine the main headings for each section on my poster project by library research between 3:00 and 4:30 on Tuesday”

**SPECIFIC** ✓

# SMART Goal-setting: Specific aspects

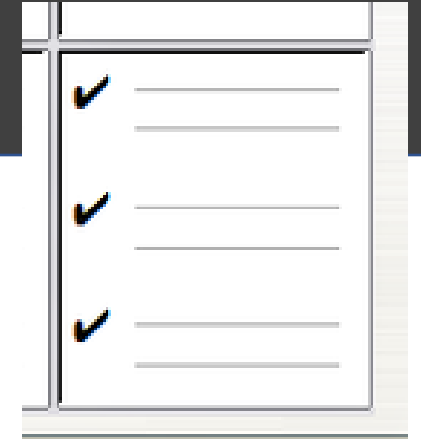


Good example: *“I will determine the main headings for each section on my poster project by library research between 3:00 and 4:30 on Tuesday”*

**SPECIFIC** ✓



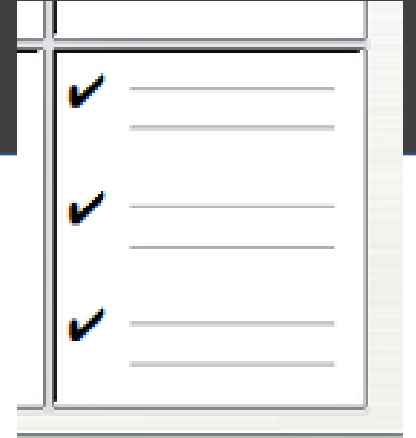
# SMART Goal-setting: Specific aspects



Good example: *“I will determine the main headings for each section on my poster project by library research between 3:00 and 4:30 on Tuesday”*

**SPECIFIC** ✓

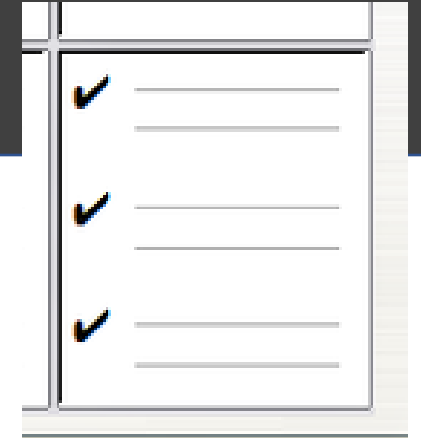
# SMART Goal-setting: Specific aspects



Bad example:

*“I will get started on the Poster Project on Tuesday”*

# SMART Goal-setting: Specific aspects

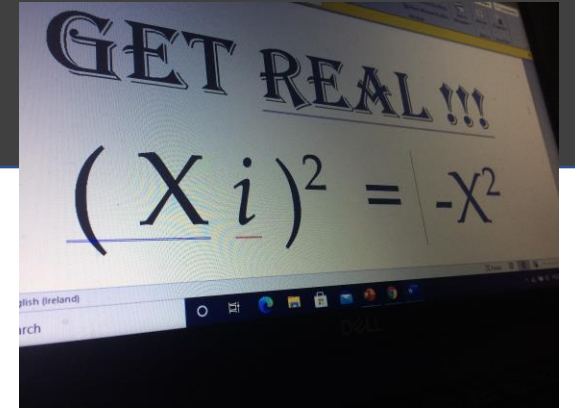


Bad example:

~~"I will get started on the Poster Project on Tuesday"~~

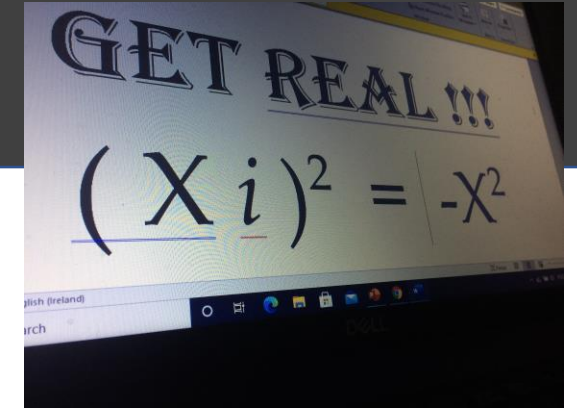
TOO VAGUE

# SMART Goal-setting: Realistic targets



Make sure that you set realistic targets for each step of achieving your goal

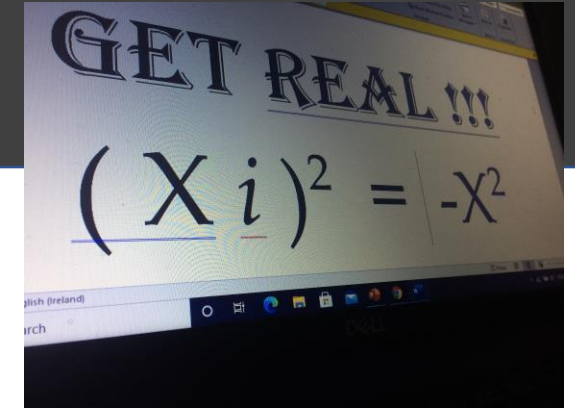
# SMART Goal-setting: Realistic targets



Good example:

*"I will do Assignment 1 on Monday, Assignment 2 on Wednesday, Assignment 3 on Thursday and meet friends for a tennis match on Friday afternoon"*

# SMART Goal-setting: Realistic targets

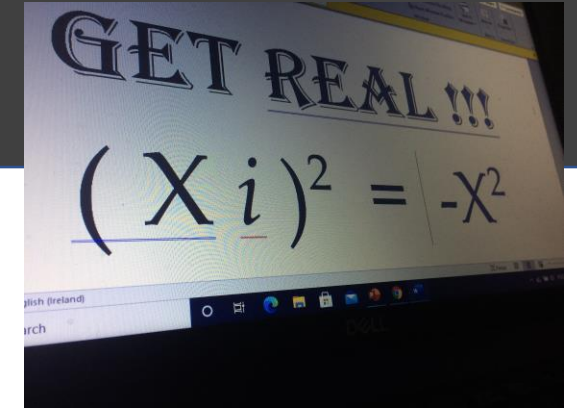


Good example:

*"I will do Assignment 1 on Monday, Assignment 2 on Wednesday, Assignment 3 on Thursday and meet friends for a tennis match on Friday afternoon"*

REALISTIC  
PLAN

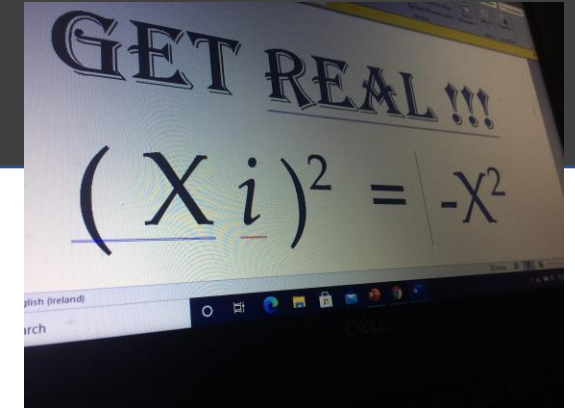
# SMART Goal-setting: Realistic targets



## Bad example:

*"I will a lot of bits of Assignments 1, 2 and 3 during the week and then finish them all on Friday before meeting friends for a tennis match that day"*

# SMART Goal-setting: Realistic targets



Bad example:

~~"I will a lot of bits of Assignments 1, 2 and 3 during the week and then finish them all on Friday before meeting friends for a tennis match that day"~~

UNREALISTIC PLAN



# Motivation by Goal-setting



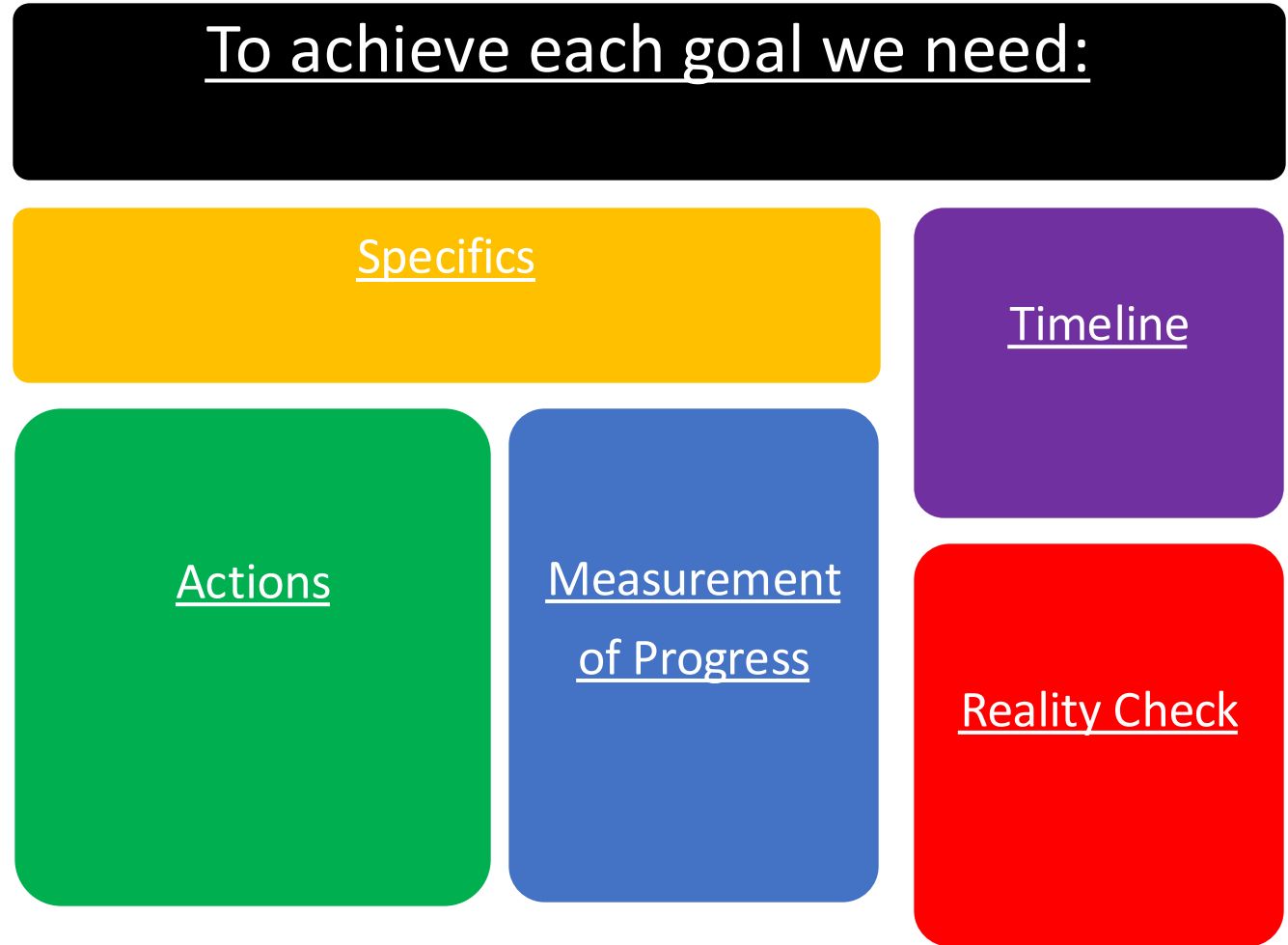
Do not be too hard on yourself if you are missing goals despite your best efforts.....



Just reset the goals

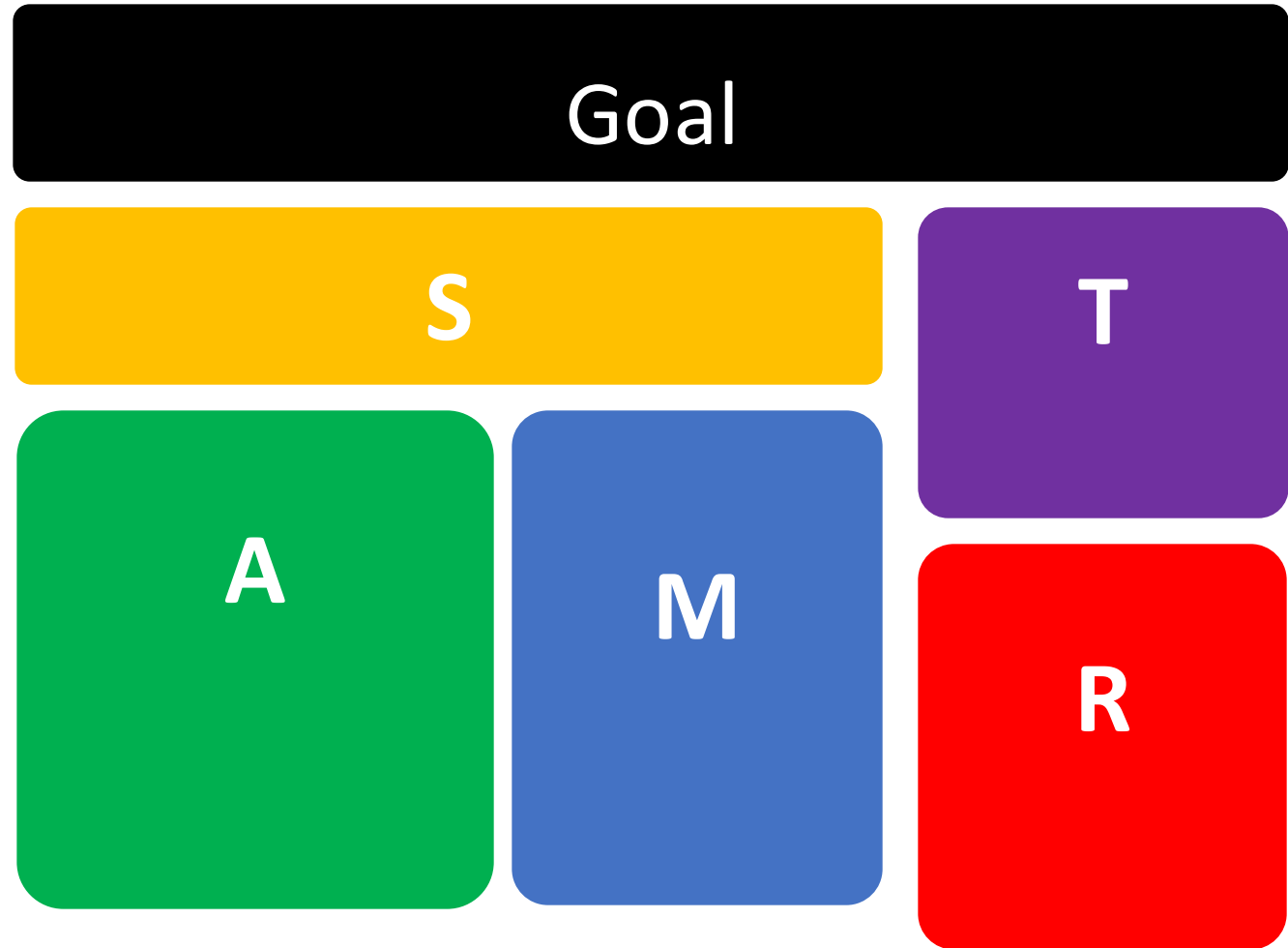
# Goal-setting: the SMART technique

- S Specific
- M Measurable
- A Action-related
- R Realistic
- T Time-bound



# Goal-setting: the SMART technique

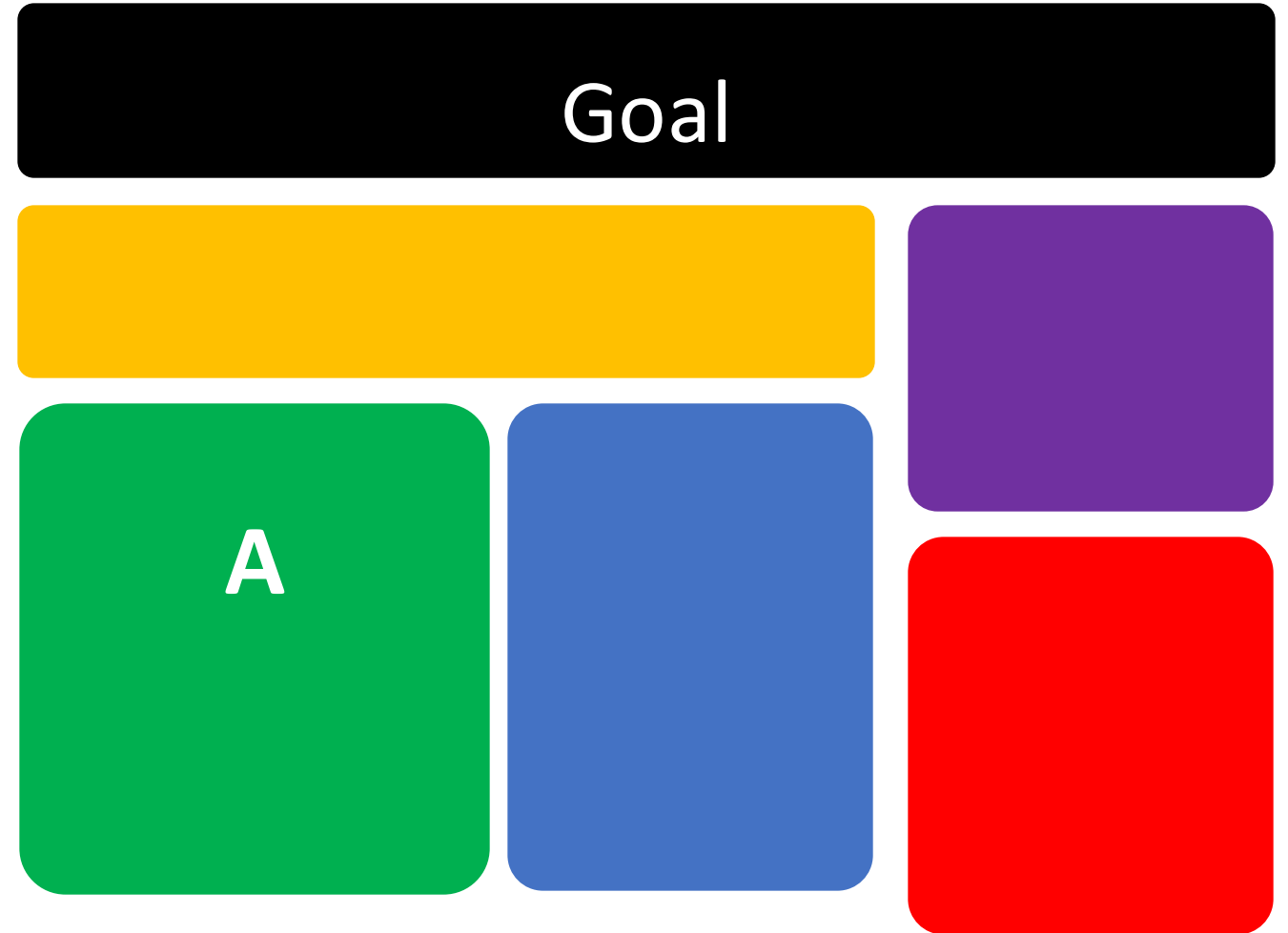
- S Specific
- M Measurable
- A Action-related
- R Realistic
- T Time-bound



# Goal-setting: the SMART technique

## A Action-related

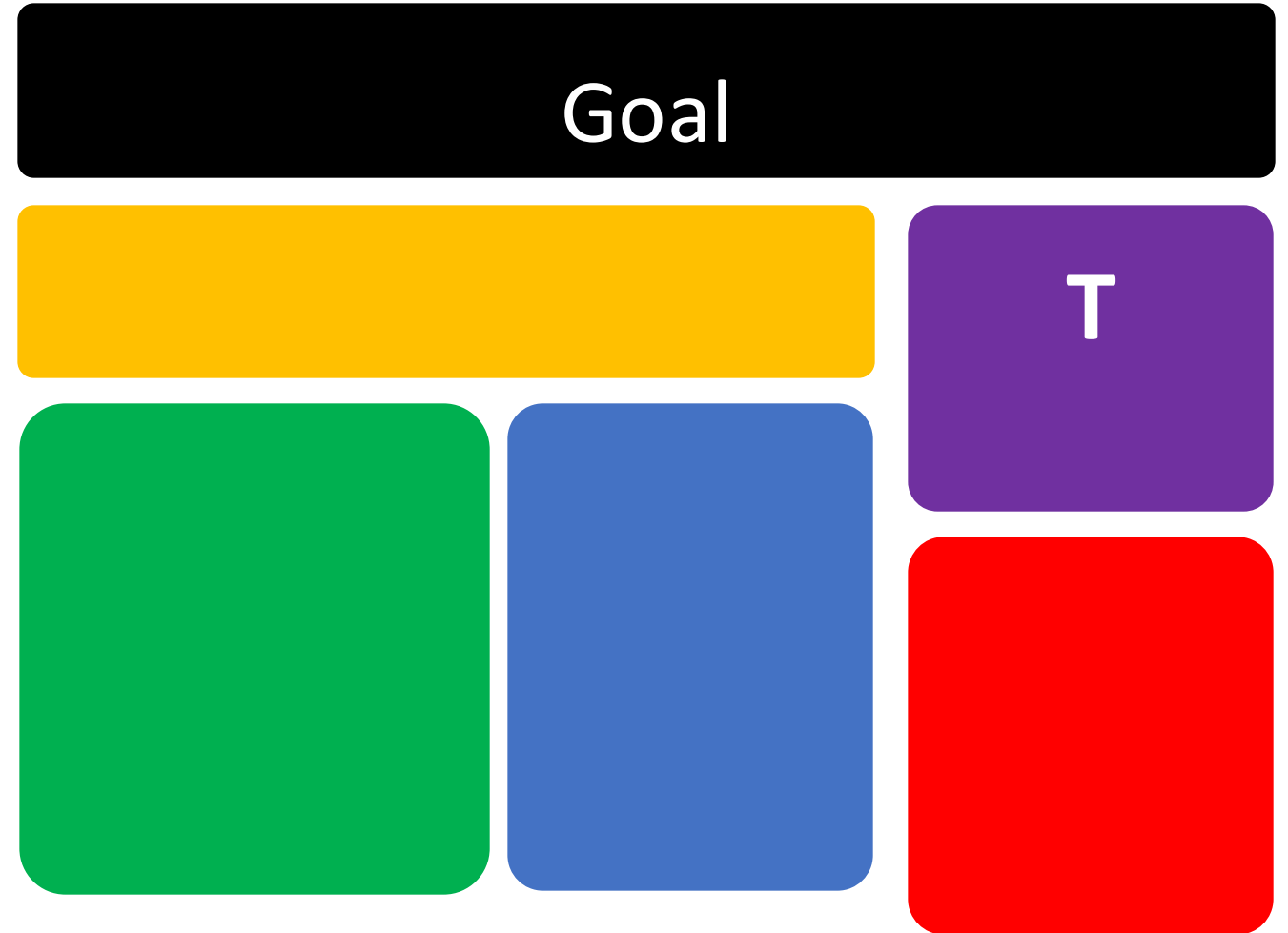
*Ensure that your goal-setting is built around action or a series of actions*



# Goal-setting: the SMART technique

*Ensure that your goals are tied to a timescale: beginning, duration and end date*

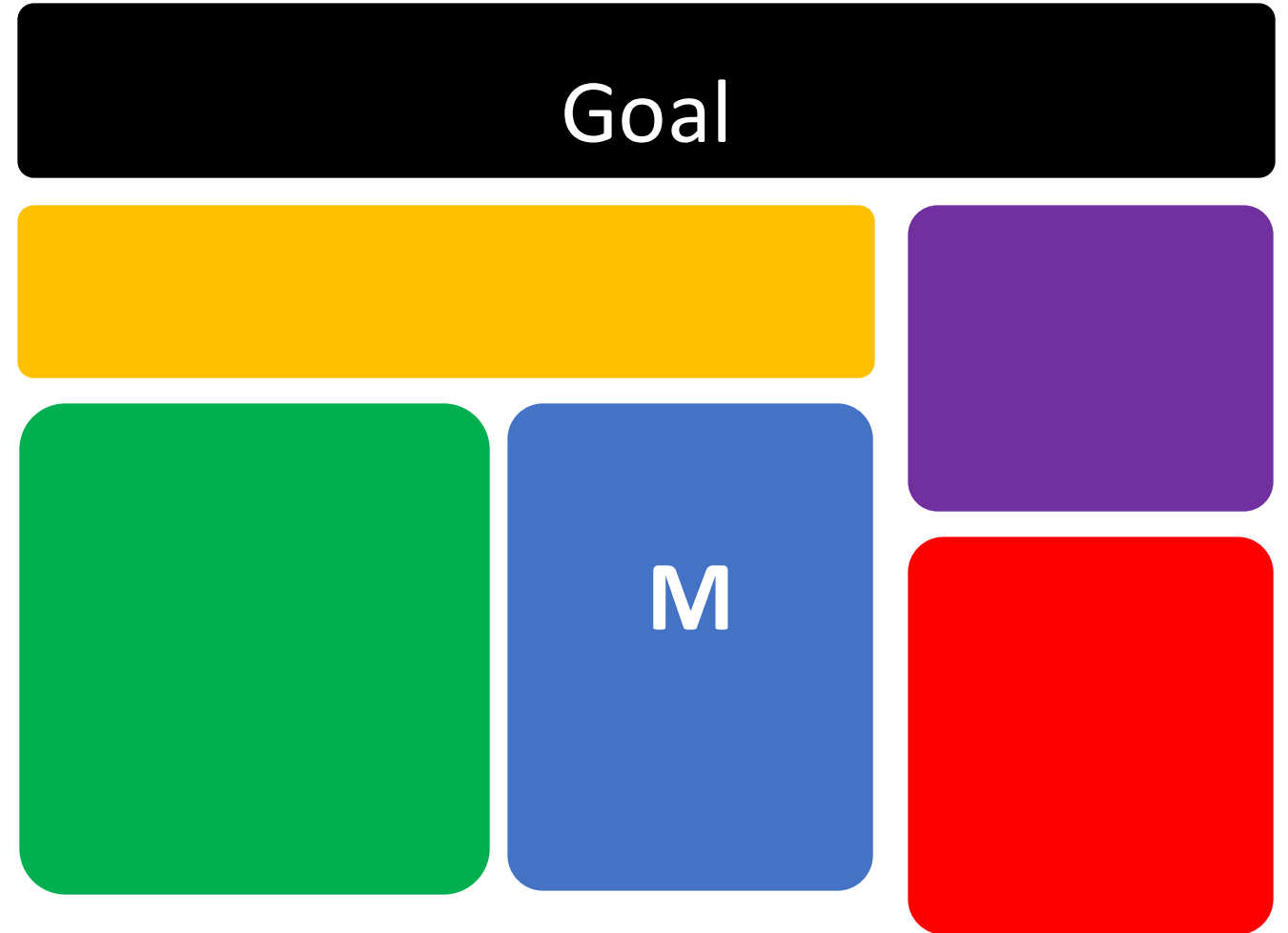
T Time-bound



# Goal-setting: the SMART technique

## M Measurable

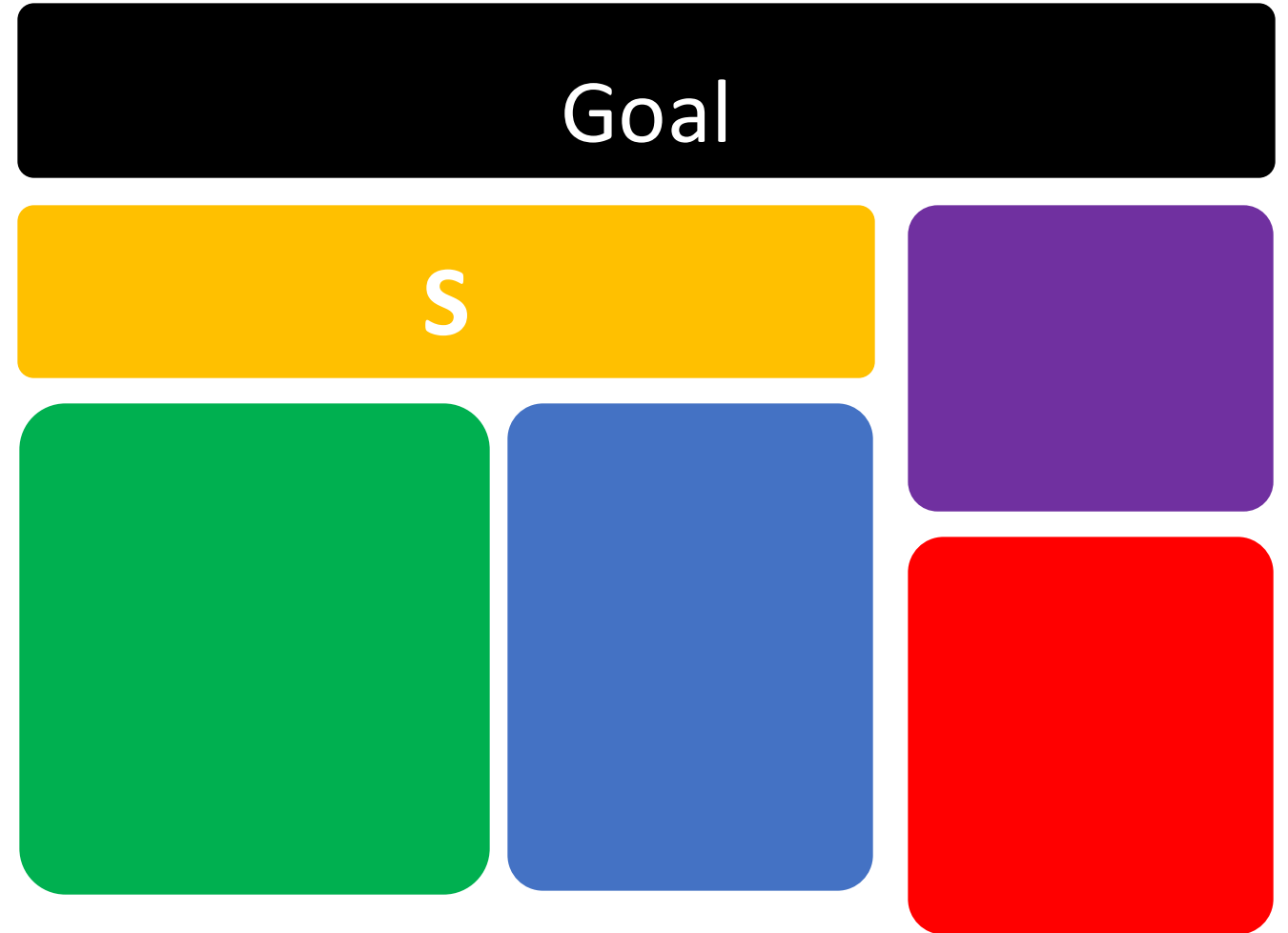
*Ensure that your goal-setting allows progress on achieving the goal to be measured*



# Goal-setting: the SMART technique

## S Specific

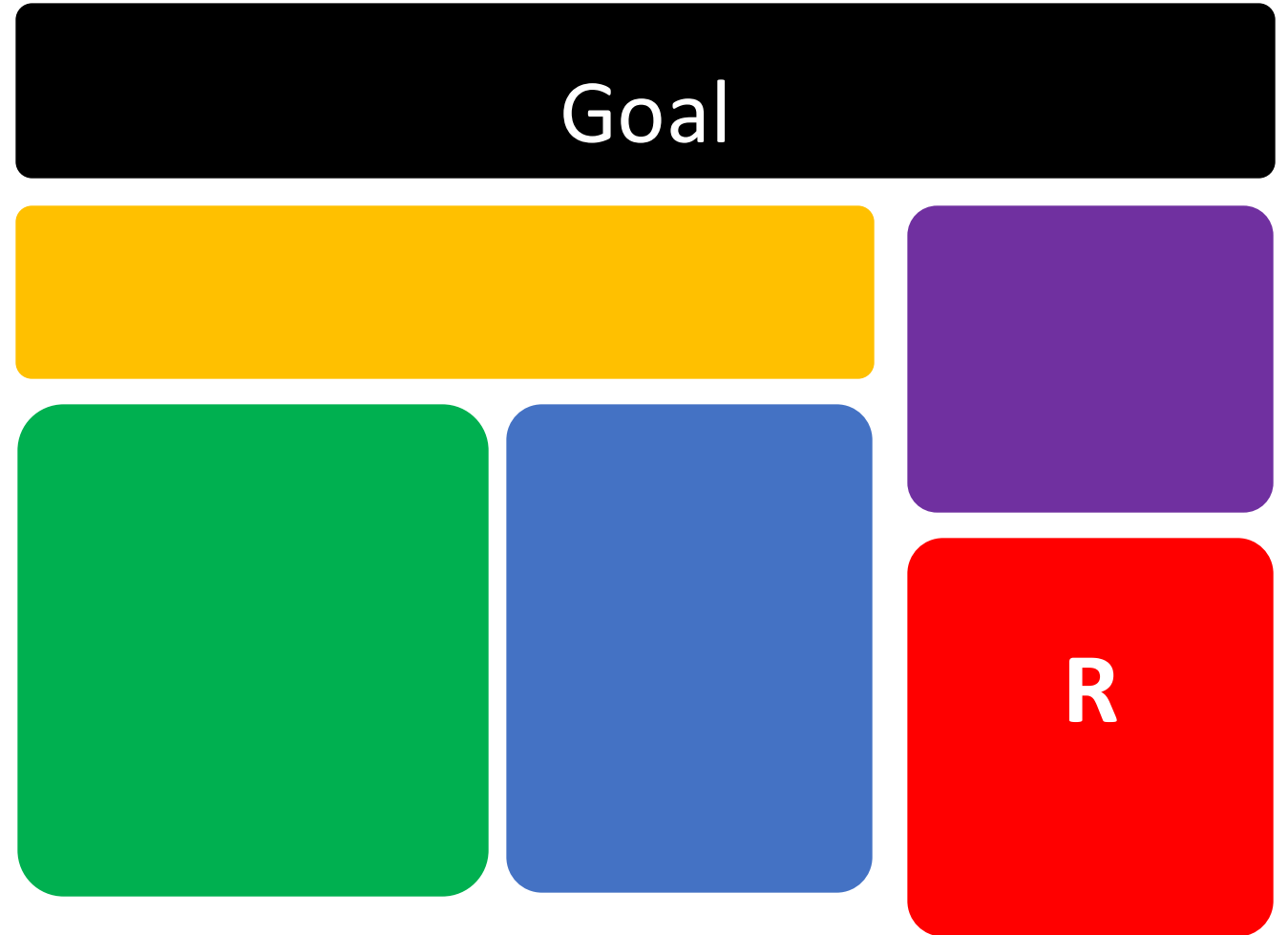
*Ensure that your goal-setting is built around statements that are specific in respect of tasks, measurable actions and time*



# Goal-setting: the SMART technique

*Ensure that your goal-setting is built around statements that are realistic for your circumstances*

R Realistic





Goal

Specifics

Timeline

Actions

Measurement  
of Progress

Reality Check

Goal

S

T

A

M

R

# Goals

Specific description of goals, tasks, actions

## Timeline

Task A, Start .... Finish ....  
Task B, Start .... Finish ....  
Task C, Start .... Finish ....

## Actions for each task

Action A .....  
Action B .....  
Action C .....  
Action C .....

## Measurement of Progress

Task A, % complete .....  
Task B, % complete, .....  
Task C, % complete, .....

## Reality Check

Problems encountered .....  
Corrective actions / revisions  
to plan .....

# **Motivation by Routine**

# Motivation by Routine

Study periods are most effective when you build up a regular study habit

- a study routine that you can easily tap into

# Motivation by Routine

- Routine: use the same study space and a regular time pattern
- Plan your routine (study space and time pattern) such that it is free of distractions from phones, e-mails etc.

# Motivation by Routine - Your personal study space

- Use the same space each time – associate one place in your mind with effective study
- Ensure that you have enough space for your books, pens, paper, laptop etc. so that you keep your concentration on this space
- For each study session just have the minimum material you need set out in front of you, to answer the specific study questions that you have set for that session (the 'Active Learner' technique)

# Motivation by Routine - Your study pattern

- Try to build a regular study time pattern into your weeks at university
- Carry out your study in set time intervals, taking a scheduled reward break between each session




# Motivation by Routine - Your study pattern

Before finally ending the session, if necessary, write down a revised study question based on what you feel you still need to find out. (The 'Active Learner'). It will help motivate you to start the next study session!

At the end of the day's study, tidy up the study space to enhance your feeling of satisfaction with completing another successful study block

**The active  
learner's  
guide to  
motivating  
yourself for  
effective study**



**The active  
learner's  
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1. Set up the right environment – your regular personal study space

# **The active learner's guide to motivating yourself for effective study**

1. Set up the right environment for study – your regular personal study space
2. Build up a good feeling regarding study sessions, through regular successful personal study until it becomes a reward in itself

# **The active learner's guide to motivating yourself for effective study**

1. Set up the right environment for study – your regular personal study space
2. Build up a good feeling regarding learning, through satisfying and successful personal study until it becomes a reward in itself
3. Earn little rewards for successful study – the lifelong skill of deferred gratification

# **The active learner's guide to motivating yourself for effective study**

1. Set up the right environment for study – your regular personal study space
2. Build up a good feeling regarding learning, through satisfying and successful personal study until it becomes a reward in itself
3. Earn your rewards for successful study – practice deferred gratification
4. Use SMART study goals – it works !

# **The active learner's guide to motivating yourself for effective study**

1. Set up the right environment for study – your regular personal study space
2. Build up a good feeling regarding learning, through satisfying and successful personal study until it becomes a reward in itself
3. Earn your rewards for successful study – practice deferred gratification
4. Set study time goals and practice the SMART technique – it gets results!
5. Develop a fixed weekly study pattern in your personal timetable