STAR Theme: Student Motivation And Engagement

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Proposed scope for STAR project on Engagement and Motivation in Learning

To define University staff responsibilities

These are exploratory thoughts and we welcome your input, please use the Postits provided.

Setting expectations about motivation and engagement in learning – positive expectations about learners' ability to engage in learning processes

Curriculum—appropriate for *purpose*—designed to engage learners in reflecting on how they learn and how to become autonomous.

Tutors taking responsibility for making it possible for learning to happen—by identifying the easy and the difficult concepts, ideas, processes, issues, problems and skills needed to learn the discipline—and finding ways of making the 'hard bits' doable by even the least motivated learner.

Tutor attributes that will encourage learning– enthusiasm for discipline, being 'inside' the discipline, high expectations for learners to be successful, a belief in a academic community (a inclusive learning community) ...

To define Learners' responsibilities

These are exploratory and we would welcome your input, please use the Postits provided.

Developing an understanding about the responsibility for their own learning.

Willingness to engage in the work that the discipline demands, to reflect on learning (both successes and failures) and to plan further learning.

Recognising and using all forms of feedback in ways that forward learning

To be aware of how life style can impact on learning

Being prepared to 'have a go' at learning even when it seems impenetrable

Willing to form relationships that will develop learning

Willingness to use all the forms of communication that are used in the academic community ...

Approaches and Methodology to STAR project on engagement and motivation in learning 2008/09

Validating definitions and scope of engagement and motivation in learning in a variety of ways including reading , investigations visits and other appropriate activity. Our first question is to explore the links between student motivation and engagement in learning.

Deciding on scope of investigations with a focus on strategies for developing , maintaining and extending this aspect of learners' autonomy. The focus of this project will be on new entrants to the academic community working with student groups in different disciplines. Student voice for this work will come from learners studying a social science discipline and others studying a science discipline with whom STAR scholars lead modules.

Developing research tools to investigate engagement and motivation within SHU context.

Draw upon personal research interests and develop these as appropriate, through working with focus groups of learners, interviews with individuals, developing a research group of tutors.

Develop strategies with tutors, trial and evaluate and disseminate in 2009/10.

STAR Scholars Sue Forder, Faculty of ACES and Lyn Overall, D and S Faculty welcome you to this project.

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