Cultivating motivation: The importance of autonomy, competence & relatedness for instruction involving digital archives and objects

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▶ Activity #1 Think-Pair – Identify your digital archive object or collection & its instruction opportunities. Share with partner.

▶ Activity #2 Learning Activity – Work with your partner to design a learning activity that addresses:
- Autonomy: feelings of volition, choice, & empowerment toward learning
- Relatedness: connections with other students, instructor & material
- Competence: perception of content mastery

▶ Activity #3 Assessment – Design an assessment for your activity.
- What defines "success" for your activity?
- What measures might you use to assess your activity's effectiveness?

▶ Activity #4 Challenges – What challenges might exist when incorporating basic psychological needs into your instruction?

Resources

Assessment Measures

Guay, F., Vallerand, R. J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The situational motivation scale (SIMS). *Motivation and Emotion, 24*(3), 175-213.

Levesque-Bristol, C., Knapp, T. D., & Fisher, B. J. (2010). The effectiveness of service-learning: It's not always what you think. *Journal of Experiential Education, 33*(3), 208-224.

Selfdeterminationtheory.org – many scales based on self-determination theory are available here.

Information Literacy

Bruce, C. S. (2008). *Informed Learning*. Chicago, IL: American Library Association.

Bruce, C. S., & Hughes, H. (2010). Informed learning: A pedagogical construct for information literacy. *Library & Information Science Research*, 32, A2-A8.

Ross, M., Perkins, H., & Bodley, K. (2016). Academic motivation and information literacy self-efficacy: The importance of a simple desire to know. *Library & Information Science Research,* 38, 2-9.

Self-Determination Theory

Ryan, R. M & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25**,** 54-67.

Vansteenkiste, M., Simons, J., Lens, W. Sheldon, K. M., & Deci, E. L. (2004). Motivating learning, performance, and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personality & Social Psychology*, 87, 246-260.