

How to demotivate students

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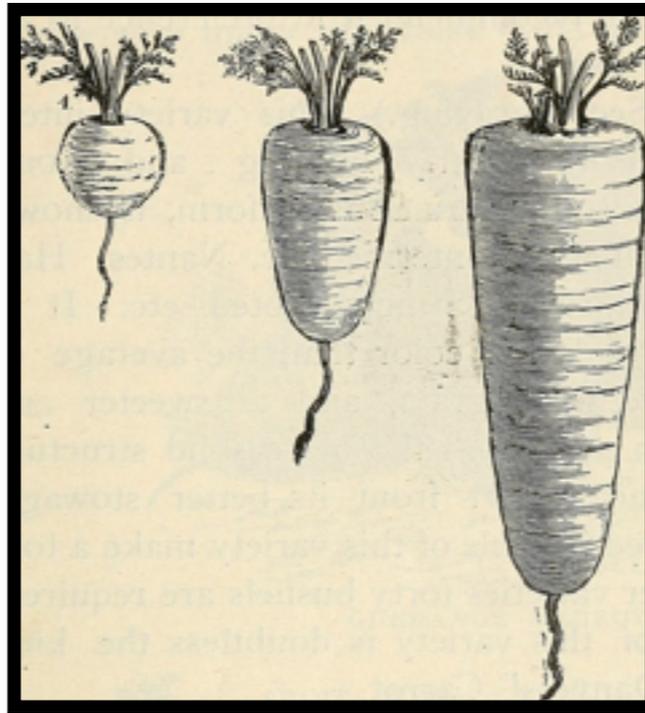
Technology Enhanced
Knowledge Research
Institute (TEKRI)



Athabasca University

FACULTY OF SCIENCE & TECHNOLOGY
School of Computing & Information Systems





How do *you* demotivate
your students?

<https://padlet.com/jondron/edmedia>

A few useful tricks I have learned

ignore them

reward them

make them do useless things

control them

embarrass them

punish them

make them get up early

be unexcited by what they do

bore them

insult them

confuse them

make them compete

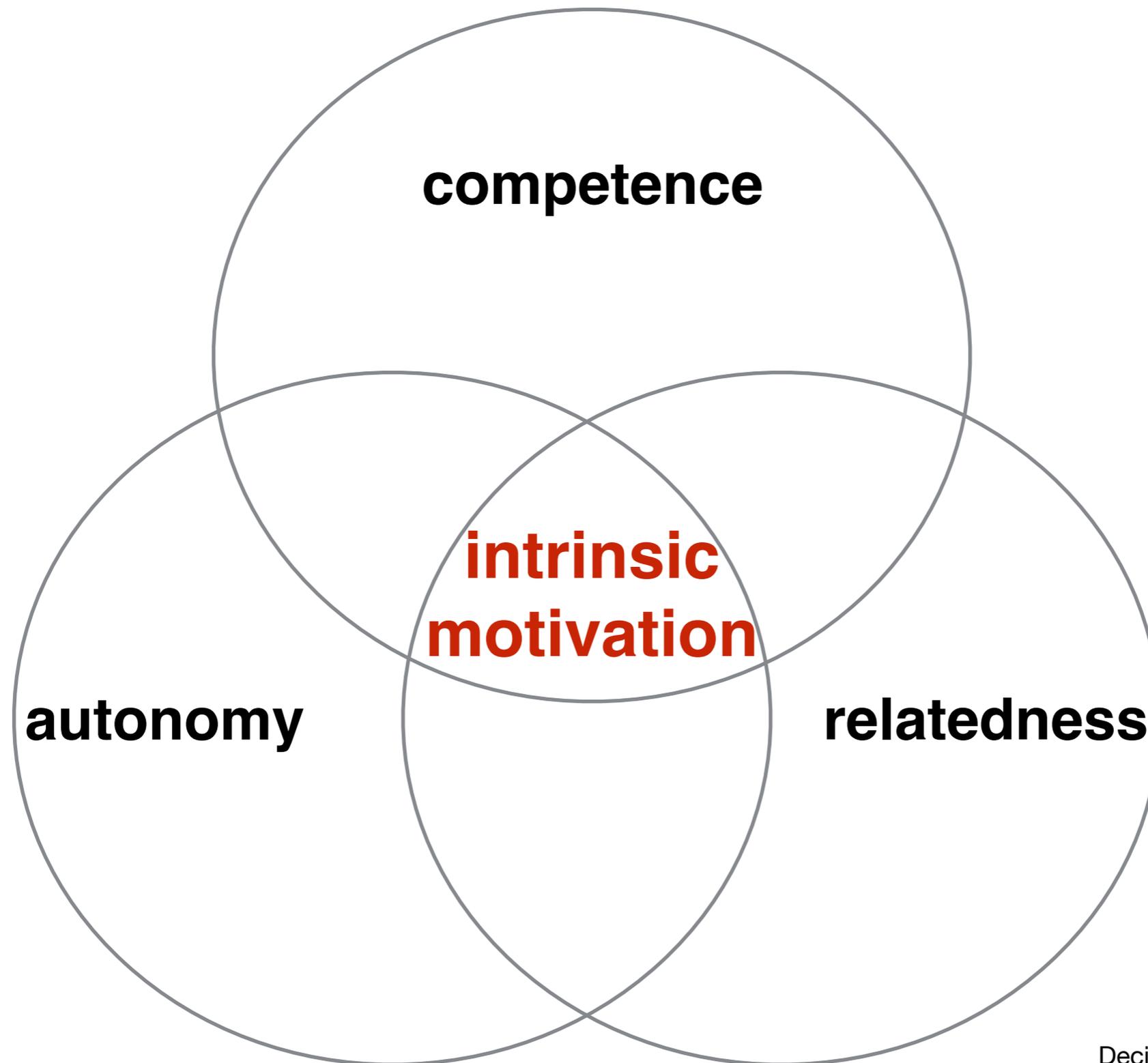
grade them

be unexcited by
what you teach

obscure the process

judge them

Intrinsic motivation



<http://selfdeterminationtheory.org>

Deci, E.L., & Ryan, R.M. (2000). The “What” and “Why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268

Have you ever said...

“I get my students to...”

“I make my students...”

“Students must...”

“Students have to...”

“The students have got to...”

Is attendance compulsory?

Do you give grades?

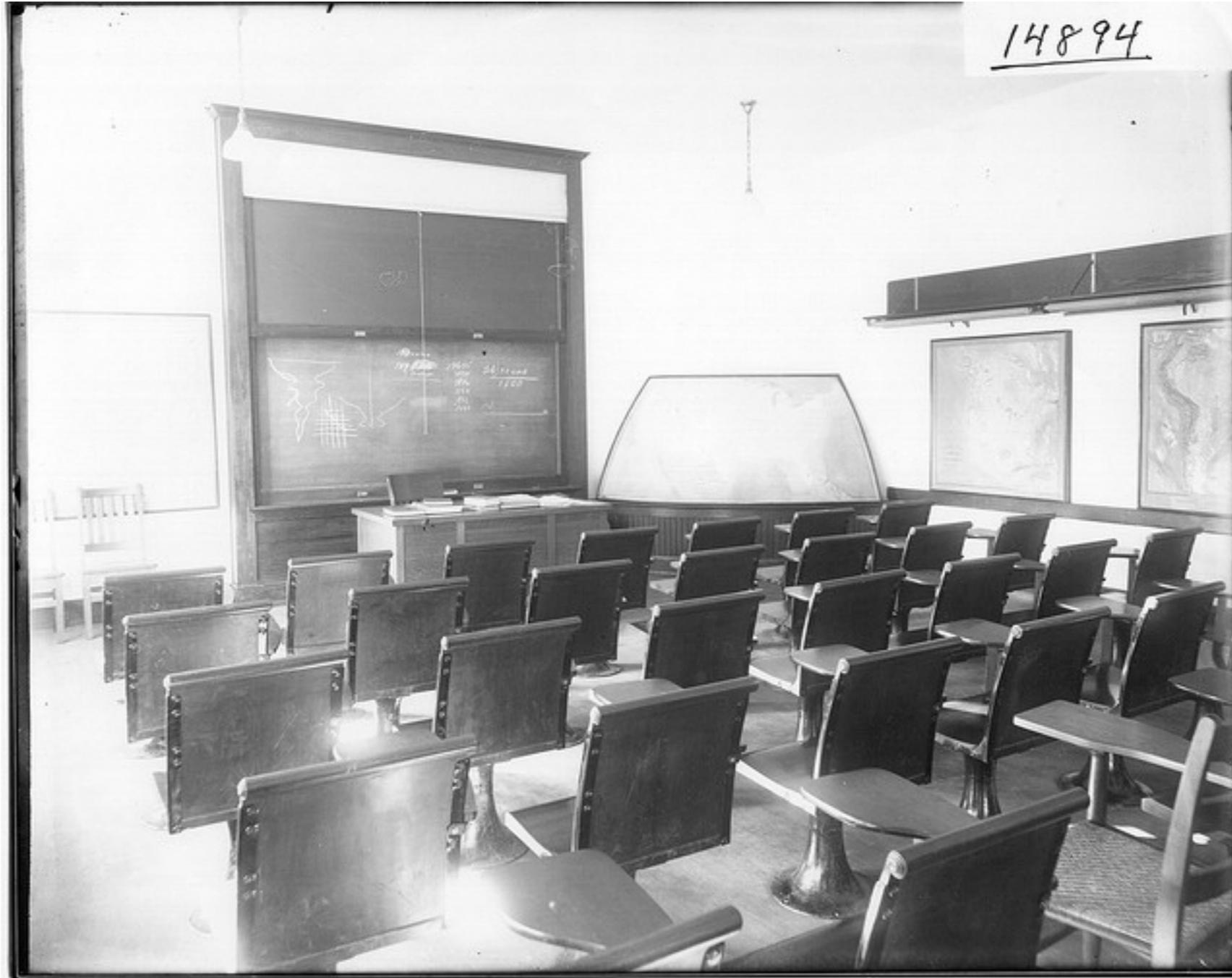
Are there learning outcomes
students must meet?

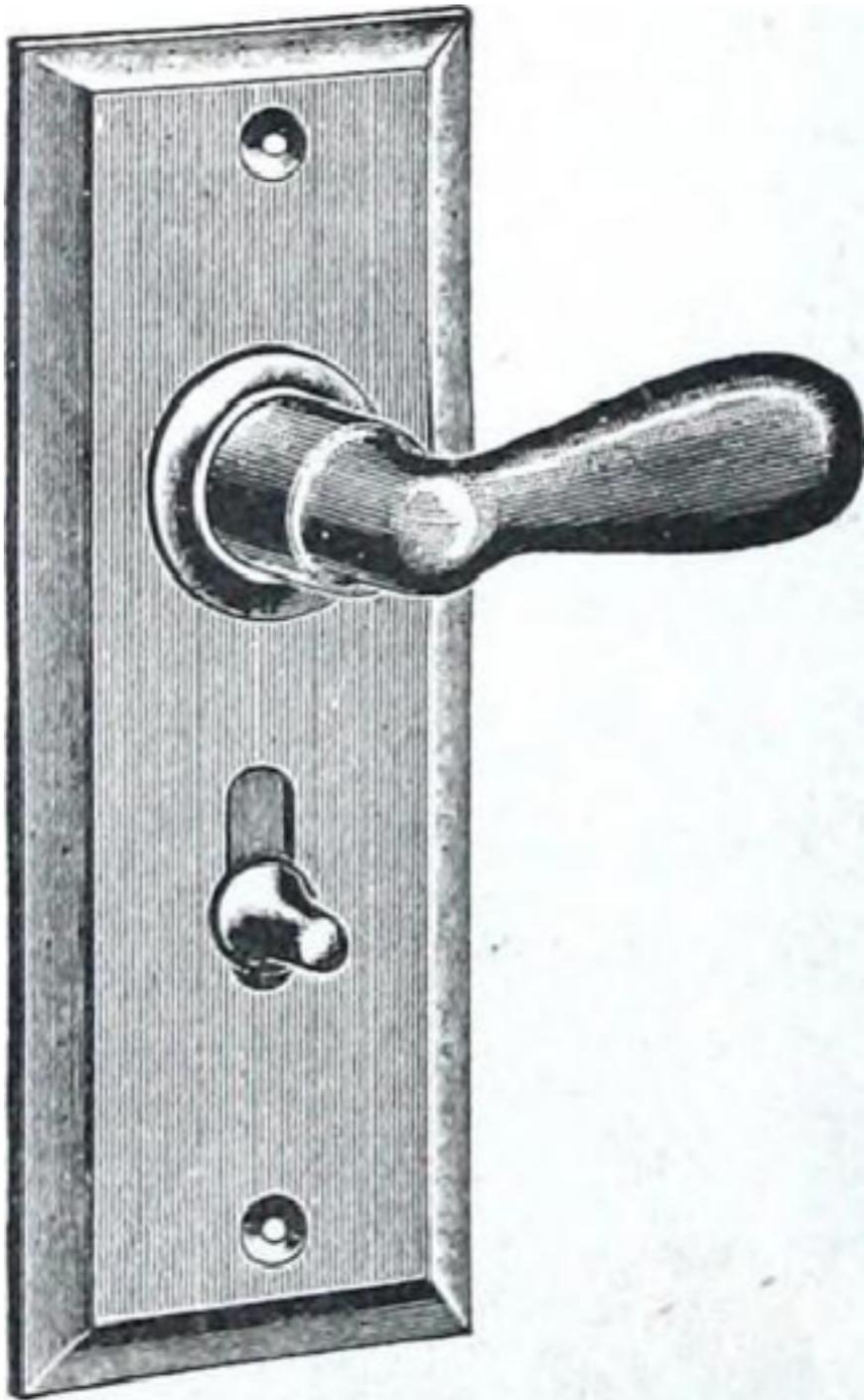
Is there a time limit?

Is it OK to fail?

Are your courses all multiples
of x weeks long?

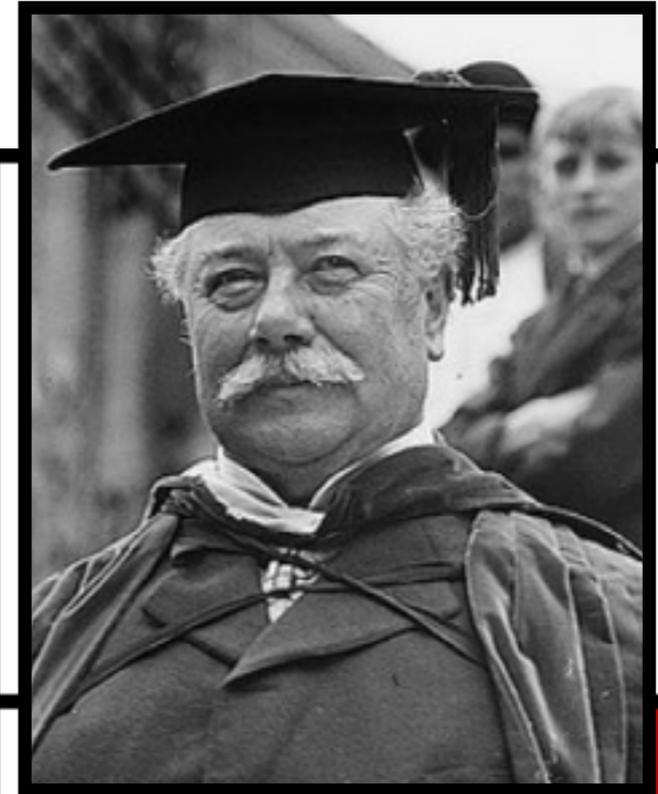
How did we get here?





locks,
clocks,
and
doctrine





Teacher time is
rivalrous.
Space is rivalrous.
Learners outnumber
the learned.



So...

universities

faculties

schools

rules & norms

courses

classes

terms

semesters

timetables

lectures

programs

desks

tutorials

curricula

seminars

textbooks

learning outcomes

libraries

tests

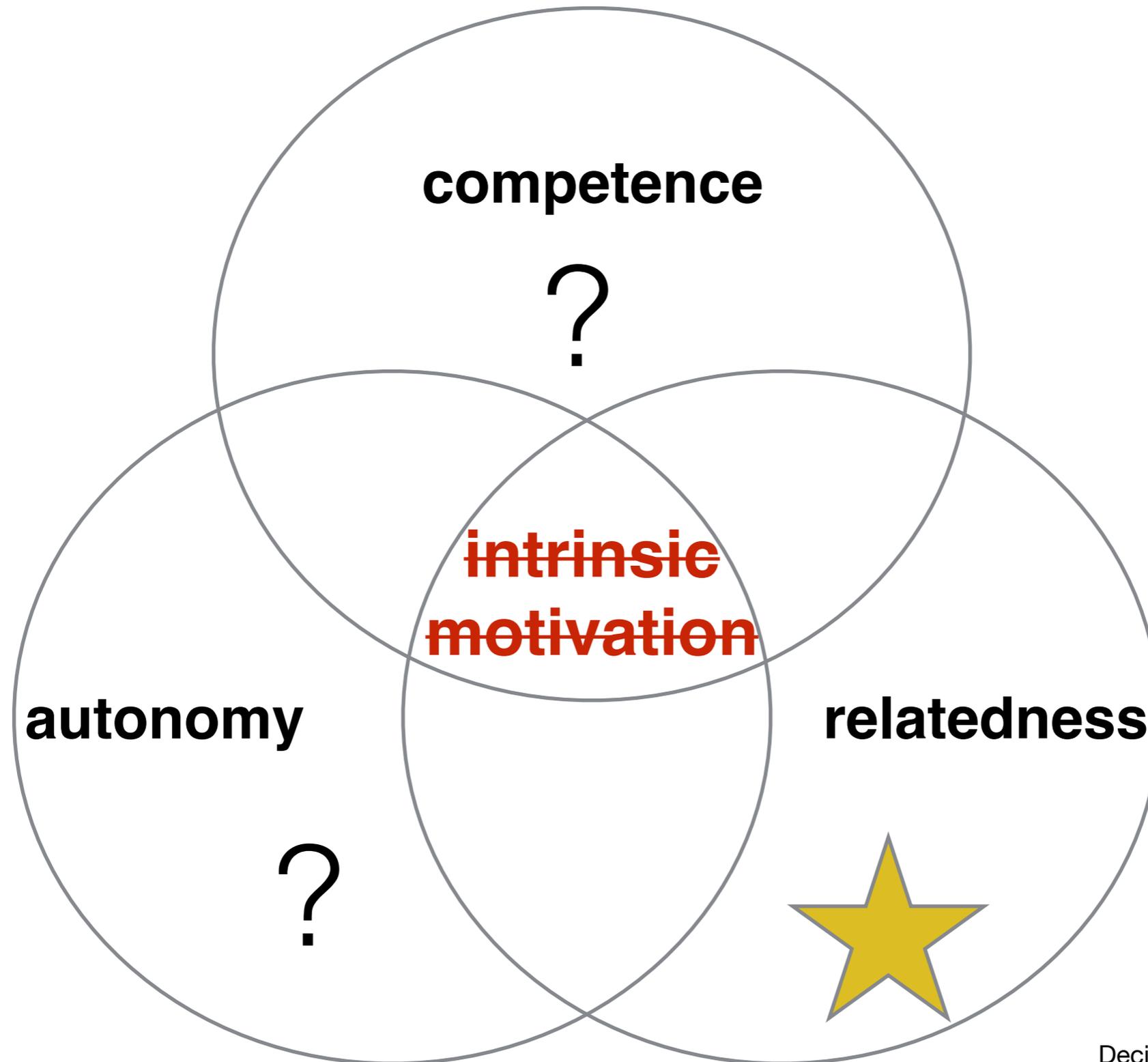
assignments

exams

accreditation

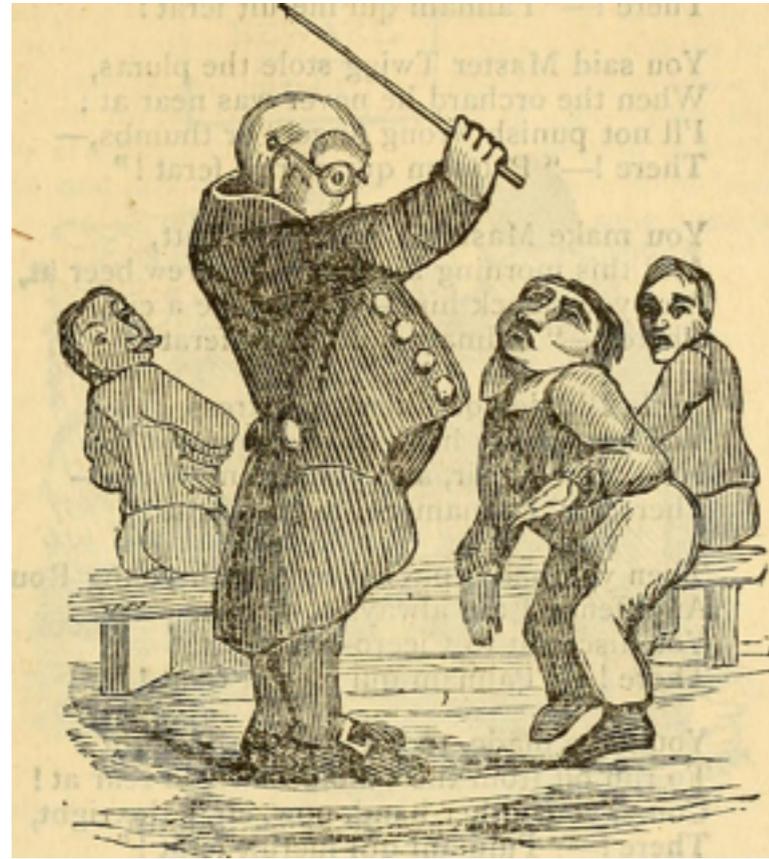
convocations

Classroom motivation

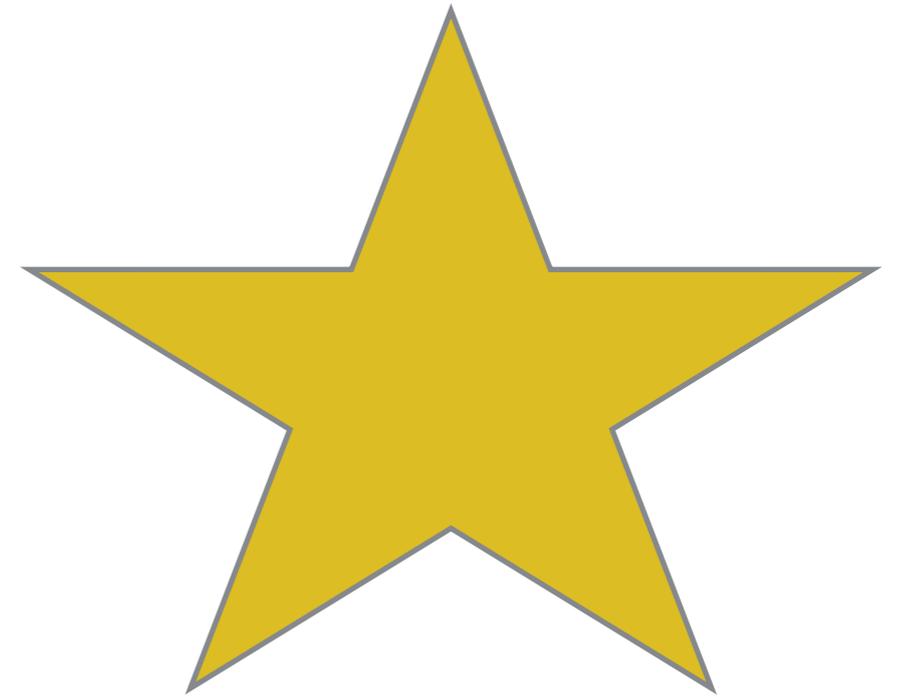


<http://selfdeterminationtheory.org>

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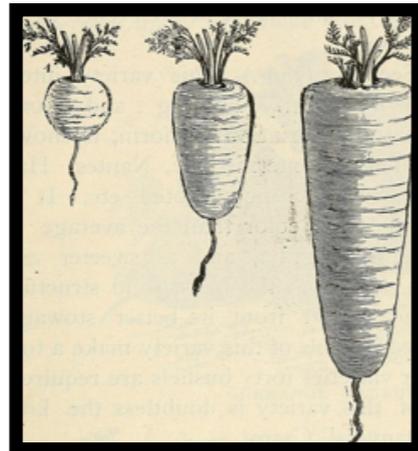


sticks
and
stars





Extrinsic motivation kills Intrinsic motivation



<http://selfdeterminationtheory.org/>

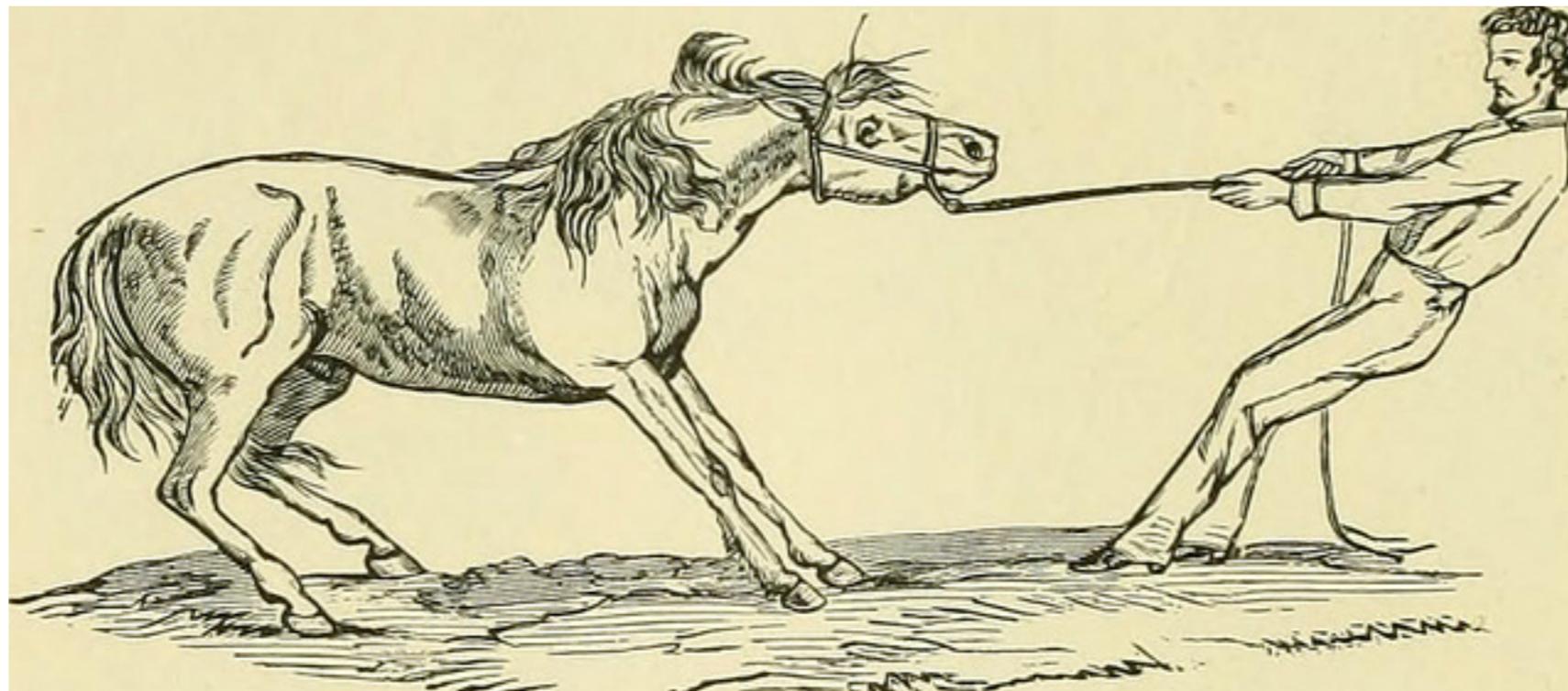


**There is nothing humans love more
than to learn**



Our pedagogies
must overcome
improbable
constraints.
It is all uphill.

Why do we not ban
cellphones in online
classrooms?



E-learning boundaries

algorithmic

metaphorical

fuzzy

overlapping

permeable

open

negotiable



The two most successful learning technologies in a thousand years?





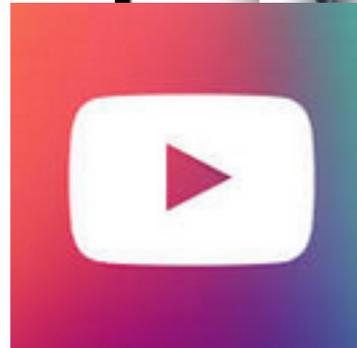
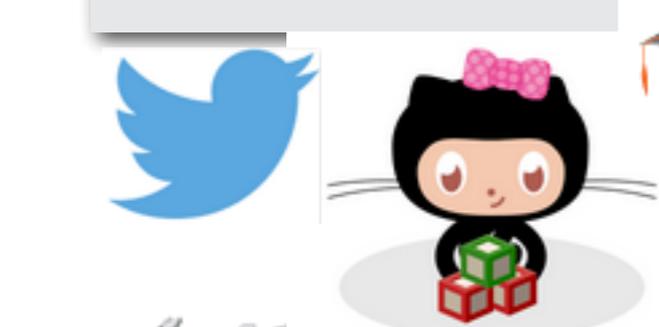
Skills & Expertise

Most endorsed for...

- 57 E-Learning
- 47 Distance Learning
- 19 Moodle
- 18 Educational Technology
- 15 Lecturing
- 13 Unive
- 9 Teach
- 8 High



how we may
learn





and yet, we do this....

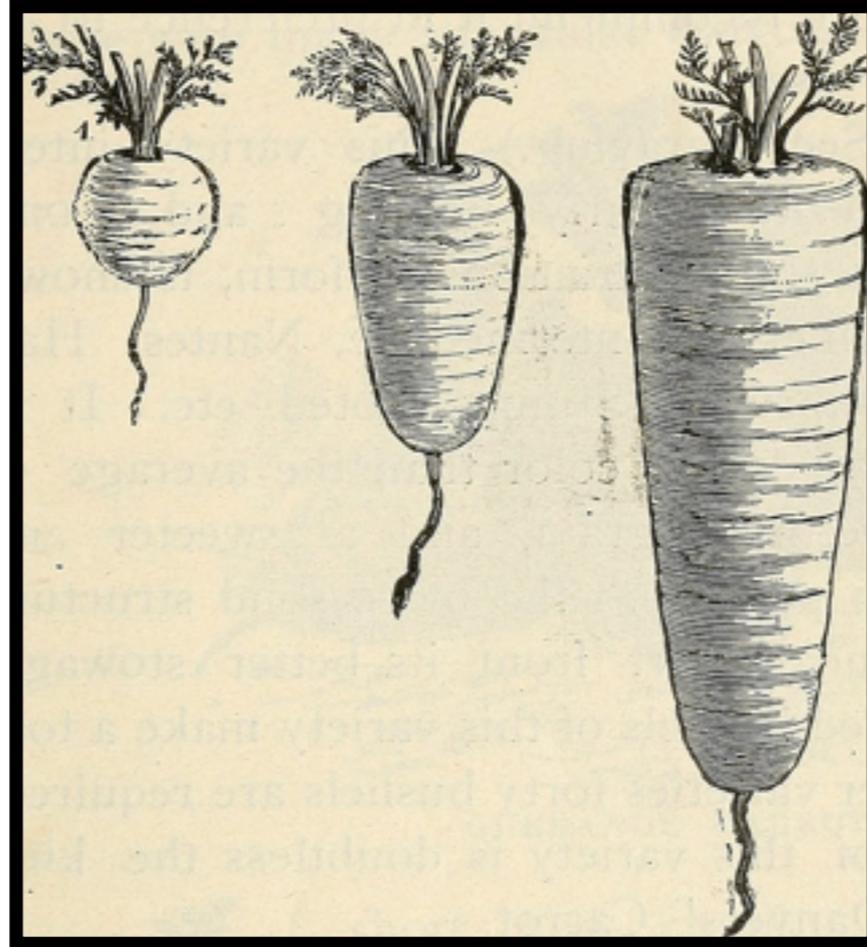
Course categories

- Undergraduate (66)**
- Graduate (2)**
 - Winter 2015 (10)
 - Fall 2014 (12)
 - Individualized Study - Graduate Courses (3)
 - Spring 2014 (8)
- Undergraduate - Archived Courses (29)**
- Graduate - Archived Courses**
 - Spring 2012 (1)
 - Winter 2014 (10)
 - Fall 2013 (10)
 - Winter 2013 (12)
 - Spring 2013 (10)
 - Fall 2012 (11)

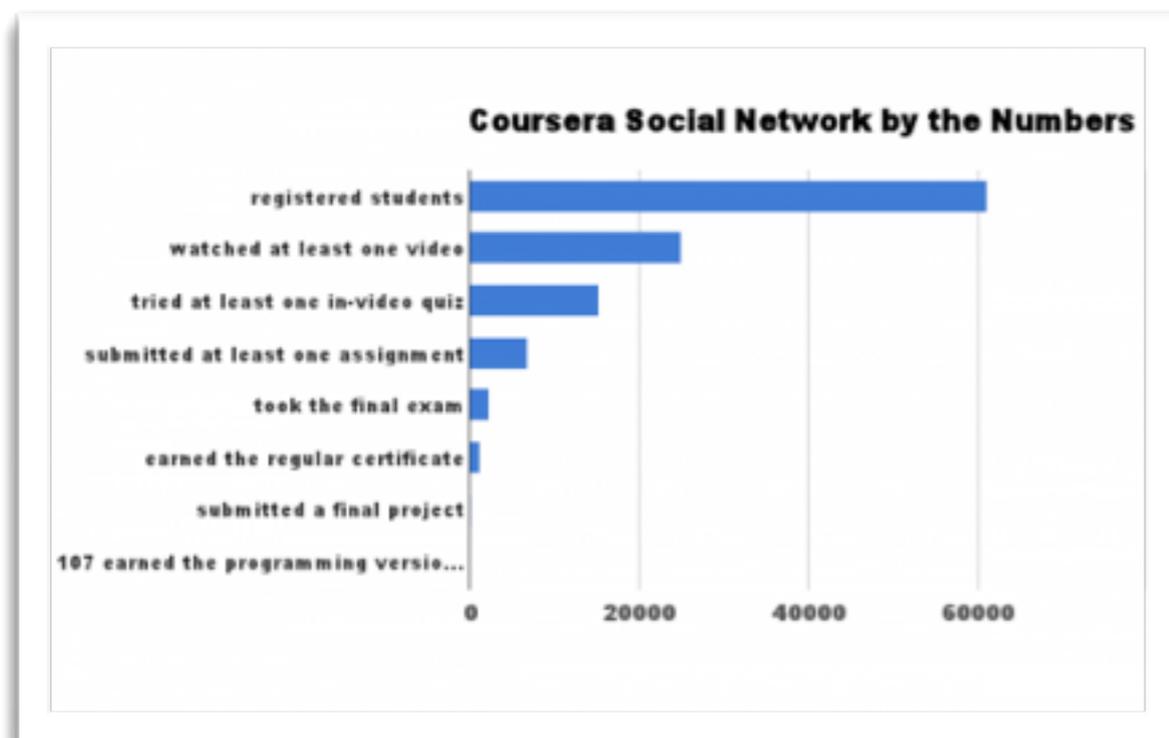
The screenshot shows the 'studentcentral' website interface. At the top, there is a search bar and navigation links for Home, Community, and Online Library. Below the navigation is a 'Welcome, Jon' message. The main content area is divided into several sections:

- Tools:** Includes links for Calendar, User Directory, Student email, Staff email, Tasks, Address Book, Personal settings, and MS Office Viewers.
- Life Support:** Includes links for Careers & Part-time Jobs, Childcare, Computing, Libraries & Media, Counselling, Disability & Dyslexia, Health & Wellbeing, International Living here, Money, Partner Colleges, Religious Life, Restaurants, Cafes & Shops, Rights & Responsibilities, Safety & Security, Sport Brighton, and Student Handbook.
- My Study Areas:** Features an 'Expand All' button and a list of study areas including CMIS Staff Area, MScIS - Masters in Information Systems, FdSc in eSystems Design & Technology, Computing Undergraduate Programme, FdSc Computing & HND Computing, Reflective Uses of Information and Communication Technologies, Computing in Context, Professional practice, The Individual Project, Informative Individual Project, Adaptive Interactive Systems, Developments in Learning Technologies, Network Management, Web Mastery, The Individual Project, Foundation for Professional practice, Group Project, Conduct of IT Projects, and Web Application Development.
- My Announcements:** States 'No new system announcements have been posted today.' and lists announcements for Sport Brighton, Cockcroft Sports Centre Holiday Closing Times, and News Flash (Exercise Tolerance Symposium, Student E-mail Unavailable 3/4/07, Costa Cafe Bar closed 2-6 March, Community Downtime and Competition - Reminder, Cockcroft Sports Centre Holiday Closing Times).
- Clubs and Societies:** Lists 'Organizations in which you are participating:' and 'Student.Chat'.

and this...



Taking reward/ punishment away



<http://cogdogblog.com/2012/11/27/owning-massive/>

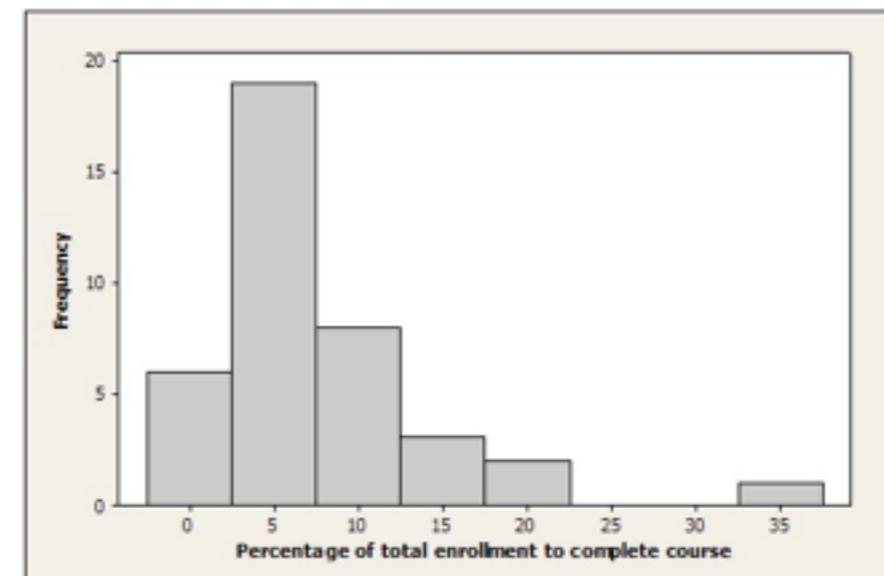
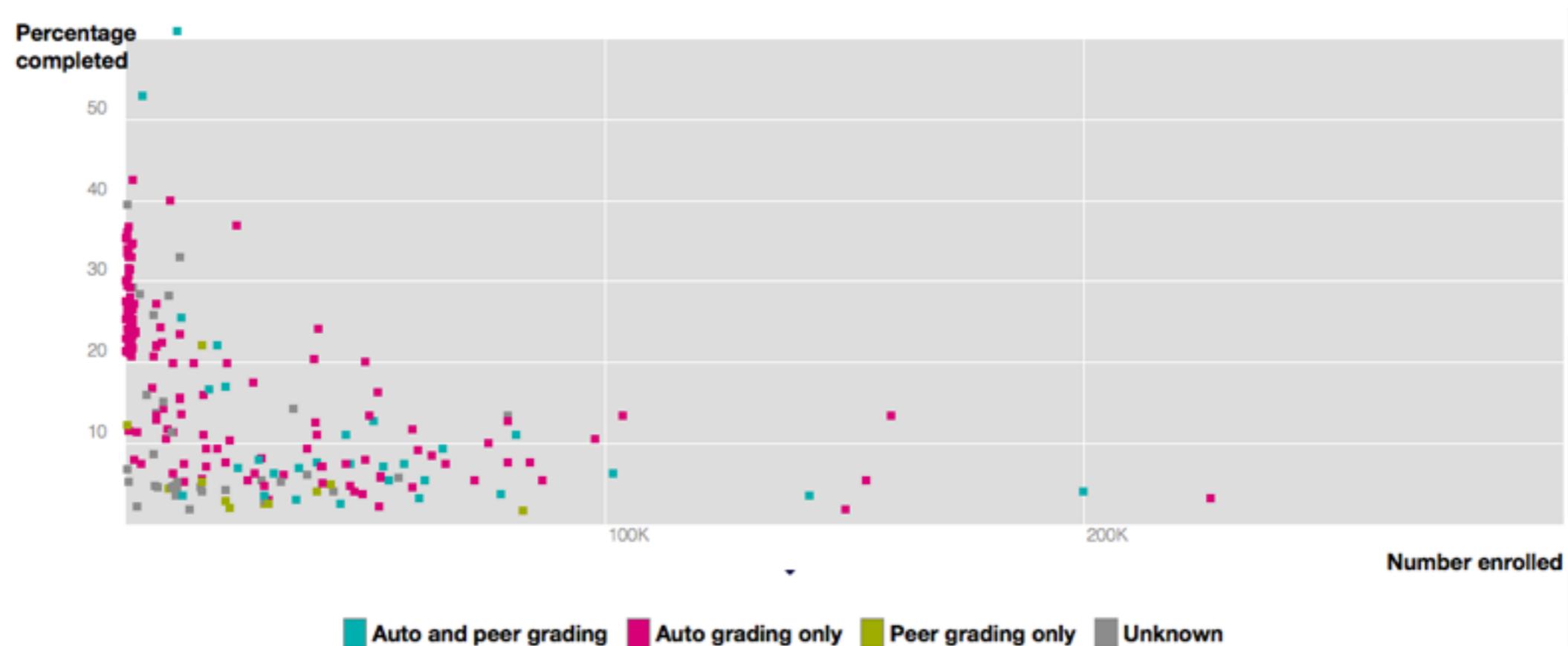


Figure 4. Histogram of completion rates for the sampled courses ($n = 39$).

“Completion rates range from 0.9% to 36.1%, with a median value of 6.5%”

MOOCs getting better?



Yes, but the rewards are getting greater

So, why keep
institutions?

Worth keeping?

Learning community

Webs of trust/authority

The big picture, the big plan

Concentration of gurus

A duty of care

Neutrality

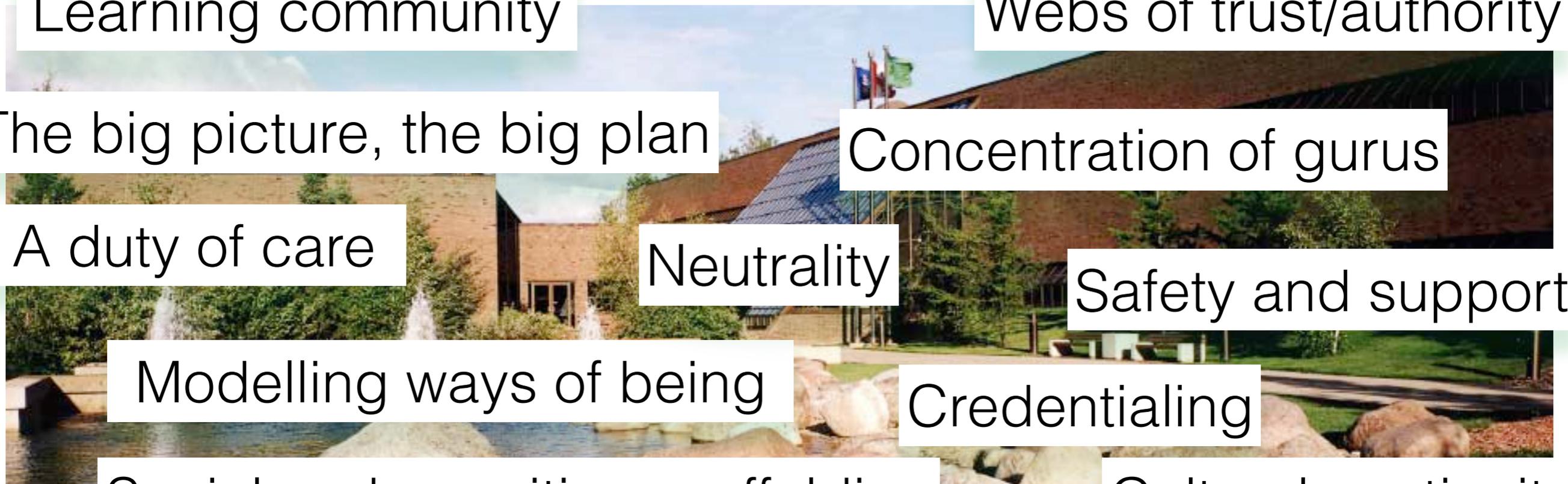
Safety and support

Modelling ways of being

Credentialing

Social and cognitive scaffolding

Cultural continuity



Web 1.5

Wiki editors,
Alumni networks,
Communities of interest

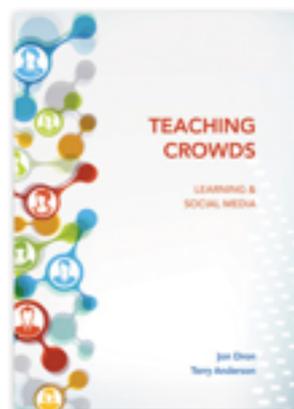
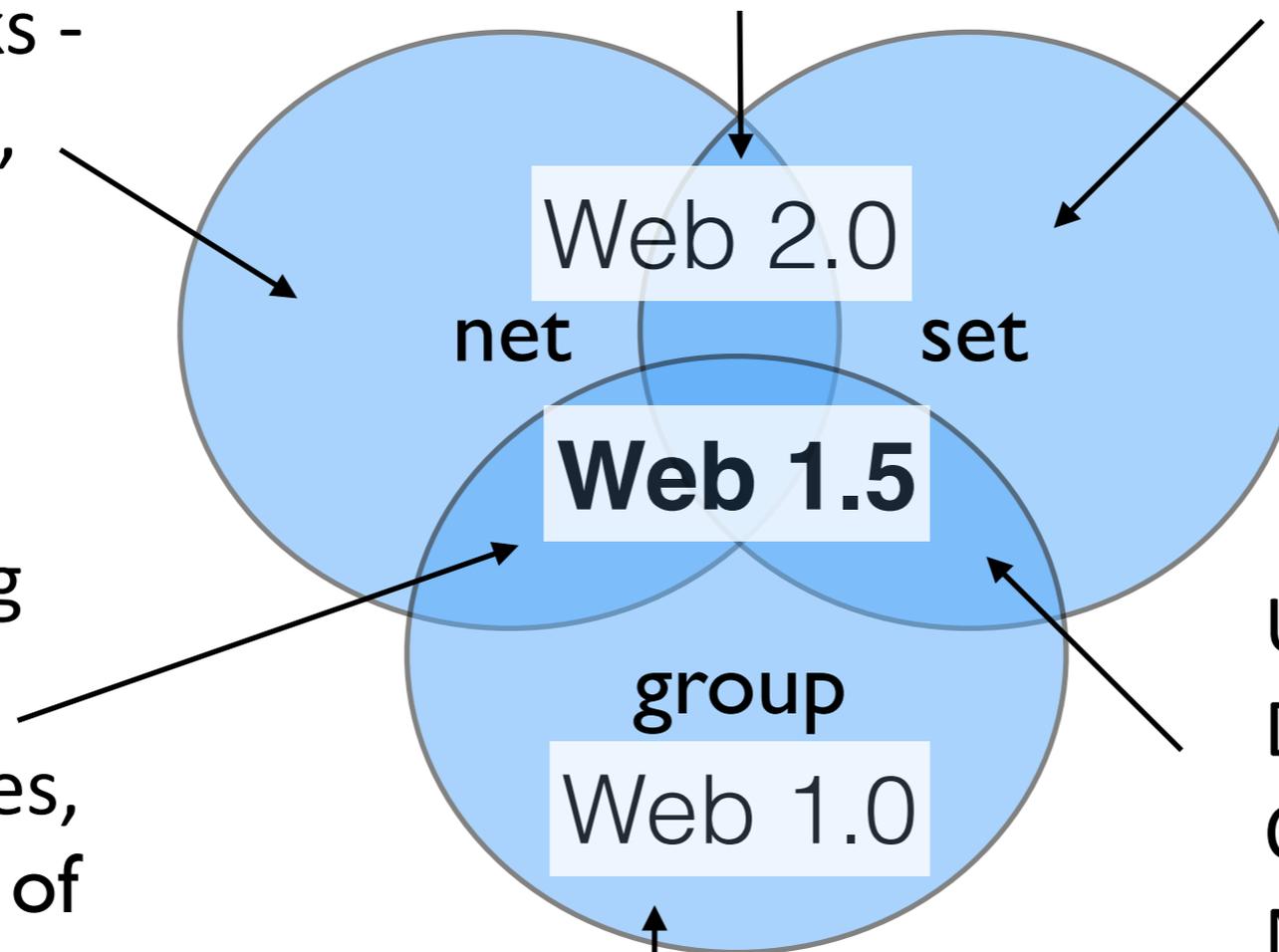
Subject areas,
Geographically
collocated people,
People with shared
characteristics,
abilities, etc

Social networks -
Friends, Work,
Community

Ad-hoc learning
networks,
Clubs & societies,
Communities of
practice

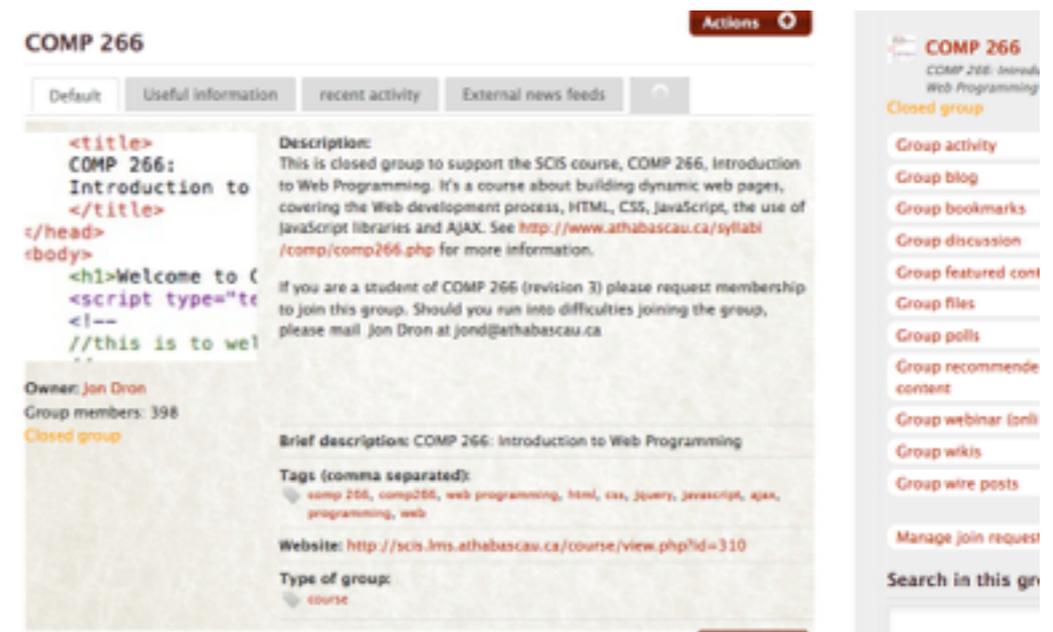
Classes,
Tutorial groups,
Seminars,
Project teams

Universities,
Departments,
Companies,
Nations,
Tribes



A Web 1.5 course

- self-paced
- role-free
- cooperative - all students are also teachers
- no assignments
- no grades
- open, flexible ways to learn
- open, flexible ways to prove learning has happened
- social by design
- permeable boundaries
- persistence of membership



The screenshot shows a Moodle course page for 'COMP 266: Introduction to Web Programming'. The page is titled 'COMP 266' and is marked as a 'Closed group'. The main content area displays a code editor with HTML code, a description of the course, and a list of tags. The description states: 'This is closed group to support the SCIS course, COMP 266, Introduction to Web Programming. It's a course about building dynamic web pages, covering the Web development process, HTML, CSS, JavaScript, the use of JavaScript libraries and AJAX. See <http://www.athabasca.ca/syllabi/comp/comp266.php> for more information.' The tags include 'comp 266', 'comp266', 'web programming', 'html', 'css', 'jquery', 'javascript', 'ajax', 'programming', and 'web'. The website URL is 'http://scis.lms.athabasca.ca/course/view.php?id=310'. The page also features a sidebar with navigation links such as 'Group activity', 'Group blog', 'Group bookmarks', 'Group discussion', 'Group featured content', 'Group files', 'Group polls', 'Group recommended content', 'Group webinar (onli)', 'Group wikis', and 'Group wire posts'. The owner is listed as 'Jon Dron' and there are 398 group members.

Credentials in Web 1.5

- **DECOUPLE**
Separate learning and credentialing if possible
- **OBSERVE**
Mark evidence of learning outcomes, not assignments
- **NEGOTIATE**
Negotiate learning outcomes and what constitutes proof of them

Lower School Examination

ONTARIO
DEPARTMENT OF EDUCATION

ROY COVERT,

a candidate for the **Lower School Examination** held
at **DESERONTO,** in **June, 1929,**
is entitled to the standing indicated in the annexed schedule.

Certified,
R. A. Crookery
Registrar.
Toronto, August, 1929.

NOTE 1:—This certificate is issued under the provisions of Sec. 10, p. 78, H.S. Courses, 1928.
NOTE 2:—Standing granted at this examination will be accepted *pro tanto* for High School Graduation and for admission to a Normal School in Ontario.
NOTE 3:—Candidates who fail in one or more papers are referred to the reverse side of this certificate for additional information.

Exam. Form 42, 45,000, June, 1929.

[OVER]

SCHEDULE	
(a) Maximum for each paper, 100.	
(b) Requirements to pass, 50 per cent. on each paper.	
(c) A blank space indicates that standing is granted on a paper.	
(d) The entry of marks indicates that standing is not granted.	
(e) XX indicates a paper not taken.	
(f) In the case of a failure, if the paper has been re-read, "R" is entered after the marks.	
English Grammar	XX
British History	
Geography	
Physiography	XX
Arithmetic	XX
Art	
Botany	
Zoology	XX
Agr. & Hort. I	XX
Agr. & Hort. II	XX
French Grammar	XX

A Web 1.5 institution

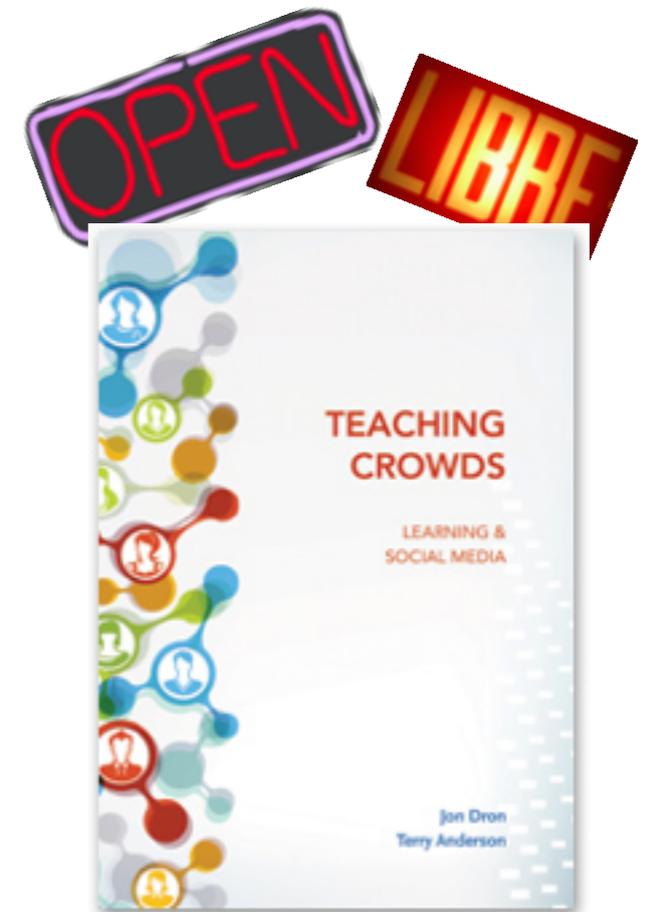
- infinitely variable length courses
- short chunks, easy aggregation
- decoupled accreditation
- fluid academic roles
- community not curriculum
- catalysis, curation, aggregation
- fuzzy boundaries



tl;dr: let go!



Thank you



<http://teachingcrowds.ca>

jond@athabascau.ca

 [@jondron](https://twitter.com/jondron)

<http://jondron.ca>