The relationship between student motivation and new media usage in teaching Organizational Behavior and HRM in a Central –East European country

Zsuzsanna Kispál-Vitai

University of Pécs

Faculty of Business and Economics

Department of Leadership and Organization

UNIVERSITY OF PÉCS
Faculty of Business and Economics

The content of this presentation

- Introduction – research justification
- Theoretical background
    - Motivation
    - Technology
- The relationship of motivation and information technology
- The „flipped classroom" experiment
- Findings and conclusions

Introduction

- The significance of motivation in learning
- The change in the motivational attitudes of students
- Technology in the classroom

Theoretical background - Motivation

Changes in higher education demographics

⬇

Changes in student needs

⬇

Should lead to changes in the approach of how lecturers motivate students

Theoretical background – Motivation 2

- Overview of chosen motivation theories
  - Behavioral
  - Humanistic
  - Social
  - Cognitive perspective
- Self-determination Theory in the Context of University Studies
  - Basic needs theory
  - Organismic integration theory
  - Goal contents theory
  - Cognitive evaluation theory
  - Causality orientation theory
  - Relationship motivation theory

Introduction | Theoretical background

Theoretical background -Technology in education

- Teaching and learning always implied some aspect of technology
  - Merriam – Webster: : "a manner of accomplishing a task especially using <u>technical</u> processes, methods, or knowledge."
- Technology has *positive* effects on motivation – that is on media usage for learning
- Technology has *negative* effects on retention and test scores

Motivation and technology

❁ „Digital natives?"

❁ The connection of needs and IT

Our educational experiment

- ❀ Started in 2016 fall
- ❀ Participants:
  - ❀ Second year undergraduate students at UP FBE at the Business Degree Programs in English
  - ❀ Language of instruction is English
  - ❀ 2016 fall 57 students
  - ❀ 2017 spring 54 students
  - ❀ 2017 fall 67 students
  - ❀ 2018 spring 65 students
- ❀ Method: flipped classroom with IT enhancement

Introduction ▶ Theoretical background ▶ Motivation-technology link ▶ The „flipped classroom"

The flipped classroom model - technically

- No lectures
- Short (or longer) videos are provided via the Internet to watch
- Textbooks and slideshows are also given
- In class there is what was previously a "homework" only practice and skill building

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Philosophy of the flipped model

❁ Learner centered model – the traditional is teacher centered

❁ Primary method of instruction is NOT provided by the teacher

❁ Class activities are for deepening and enlarging the already obtained knowledge (via out of class preparation)

❁ The model claims that it moves over the responsibility for learning from the teacher to the student

Introduction

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The „flipped classroom"

Advantages and disadvantages of the model

For

* Students have more control
* It promotes student-centered learning and collaboration
* Lessons and content are more accessible (provided there is tech access)
* Access = easier for lecturers to see what's going on
* It can be more efficient

Against

* It can create or exacerbate a digital divide
* It relies on preparation and trust
* There is significant work on the front-end
* Not naturally a test-prep form of learning
* Time in front of screens–instead of people and places–is increased:
    * that is: you speak to a machine instead of a human

Method: Organizational behavior

- Only half flipped
  - They get the textbook and the slideshow and questions **before** class
  - They have to send in answers to the questions electronically **before** class
  - In class we discuss questions and deepen some knowledge
  - They get questions that they can or may answer
  - In tutorials we practice what they have heard in class

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Method: HRM

❀ Totally flipped

   ✿ Videos, textbook, slideshows all are provided electronically

   ✿ Two classes

      ✳ In one they have to present about predetermined concepts of HRM at 10 chosen companies

      ✳ In the other only skill building and answering questions – if there are any

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Findings

- Mixed!
- Student attitude was rather dismissive in both semesters
  - They did not like this approach neither the seminars nor the presentations and tutorials
  - They were not good at using their IT tools for finding professional information – it did not help!
  - Motivation to participate and to be active was very low
  - According to the Kirkpatrick model:
    - „Reaction" was more negative than positive - 19 negative comments in HRM, in OB they did not offer meaningful comments
    - „Learning" – no better than before with the classic approach – a slightly left – skewed bell curve

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Findings 2

- In 2017 fall we introduced a totally computerized exam in OB
- Failure rate was the same as before: 18 from 68.
- Student satisfaction with the exam was overwhelming!

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Conclusions

- Technology is inescapably present – there is no choice, we have to use it in education
- In what ways?
  - To enhance motivation?
  - To improve the „quality of life" in learning?
  - Is technology a retention enhancement tool?
    - Encoding specificity principle?
    - Context dependent memory?
- **Technology is a possibility but the hard work of memorizing and retaining information cannot be spared.**

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Thank you for your kind attention!