

Teach Me! I Dare You!

Marilla D. Svinicki

University of Texas at Austin

Thursday, March 4

9:30–11:30 a.m. OR 1:30–3:30 p.m.

Room 50 Milton Hall

The biggest mystery for most faculty is how to motivate students to want to learn and not just work for a given grade. There is no real answer for this question, and we'll never be free of the specter of grades hovering over our heads. However, there are some very helpful theories about motivation from the psychology and education literature that can suggest ways of increasing the positive impact of intrinsic motivation, and decreasing the negative impact of extrinsic motivation in college students. The purpose of this session is to review what the literature on academic motivation has to say about this issue and to spend most of the time attempting to identify opportunities to foster this change within the structure of your existing classes.



Marilla D. Svinicki, Ph.D., currently holds the positions of Full Professor in Educational Psychology and also in Educational Administration at the University of Texas at Austin and Director of Curriculum and Evaluation at the Clinical Education Center at the University Medical Center at Brackenridge. She is the Chair of the Learning, Cognition, Instruction and Motivation area in the Educational Psychology Department. Prior to these positions she served as the University of Texas Faculty Development Director for 30 years. She was twice the President of the POD Network, an international organization for professionals in faculty development.

Her expertise is in the design of teaching and learning and the application of educational psychology principles to both of those areas. She has published primarily in the areas of faculty and graduate student development and teaching expertise, including serving as the editor in chief of the series, *New Directions for Teaching and Learning*, which specializes in understanding the educational process at the postsecondary level.

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