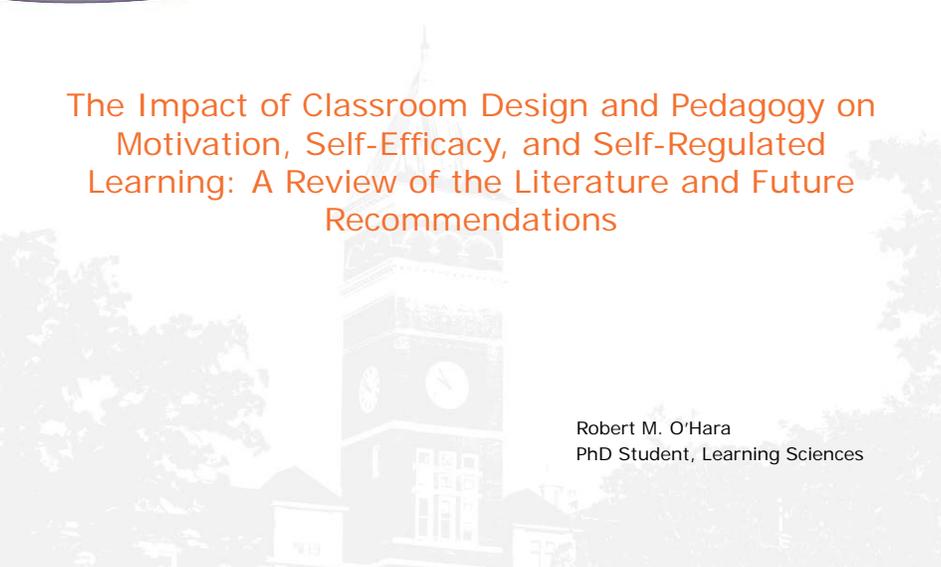




The Impact of Classroom Design and Pedagogy on Motivation, Self-Efficacy, and Self-Regulated Learning: A Review of the Literature and Future Recommendations



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Agenda

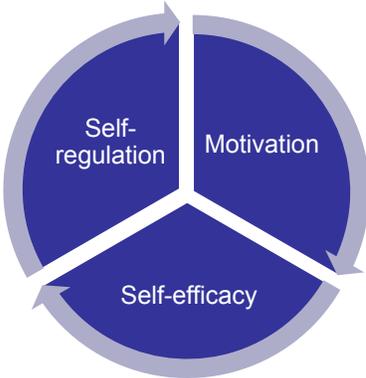
- Introduction
- Theoretical Framework
 - Design of Literature Review
- Methods
- Literature Results
 - Motivation
 - Self-Efficacy
 - Self-Regulated Learning
- Discussion
 - Limitations
 - Future recommendations and next steps

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Introduction

- Motivation, Self-efficacy, and Self-regulated learning – interconnected
- What does literature says about the impact design and pedagogy have?
- Focused on undergraduate students



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Introduction – Why



- Fascination with understanding how students learn
 - And how we can support student learning
- Understanding how students view:
 - Their role as a learner
 - The instructors role in their learning
 - Peers role in learning
- What do students believe to be the nature of and how knowing is constructed

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Theoretical Framework

Table 1.1 Stages or Levels of Student Cognitive Development

Perry's Stages of Undergraduate Cognitive Development	Baxter Magolda's Levels of Knowing
1. <i>Duality</i> : Black and white thinking; authorities rule	Absolute knowing
↓ Uncertainty	
2. <i>Multiplicity</i> : poor authorities or temporary state	Transitional knowing
↓ Uncertainty as legitimate, inherent	
3. <i>Relativism</i> : All opinions equal	Independent knowing
↓ Standards of comparison	
4. <i>Commitment (tentative)</i> to best theory available	Contextual knowing

• **Epistemology** – philosophy concerned with nature and reasoning connected to human knowledge

• **Themes** – dualistic view of knowledge to a contextual/constructivist view and approach to learning

Nilson, L. (2016). Teaching at Its Best, 4th ed. Table 1.1
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Design of Lit Review

- Critical-Narrative Constructivist approach
- Broad to narrow thematic layout centered around pedagogy and environment
- Recommendations for educators utilizing “best practices”

Table 1 : : Categories of Learning

	Behaviourism	Cognitivism	Constructivism
Learning Is Achieved Through	Transmitted Information	Acquisition Of Knowledge	Construction Of Knowledge
Learning Is Believed To Be	A Change In Behaviour	Built On Previously Learned Materials	A Change In Meaning
Teaching Is	Instructor Centered	Instructor Centered	Student Centered
Process Of Learning Is	Passive	Active	Active

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Discussion Points

- Educational environments influence on learning
- Motivation, self-efficacy, and self-regulated learning
- Need to view learning as holistic
- Voice given to cognition through environment and pedagogy
- Challenge and Support at all levels
- Results hold true across countries, races, and cultures

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Future Recommendations

- Use of specific environments and pedagogies
- Tailor assignments and course requirements to student developmental levels
- Reduce authority in class; be a co-learner; culture of asking questions
- Implement critical thinking strategies using ill-structured problem case studies
- Cognitive dissonance

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Selected References

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Questions?



Thanks for attending

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