

# Using Intrinsic Motivation in Guided Discussions

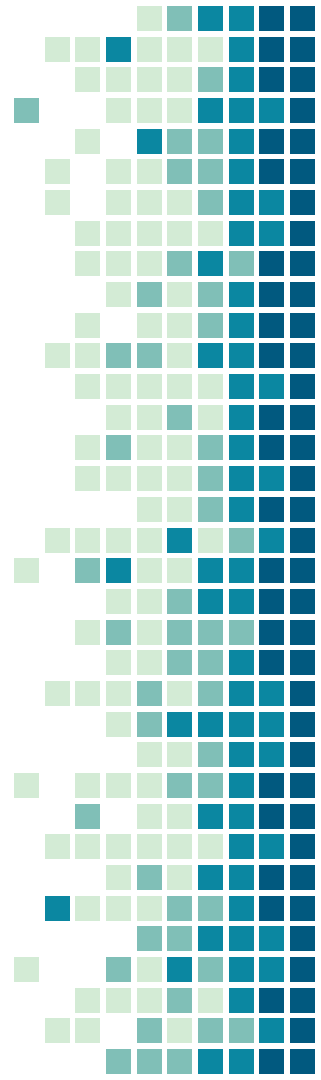
Promoting critical interactions with  
information sources

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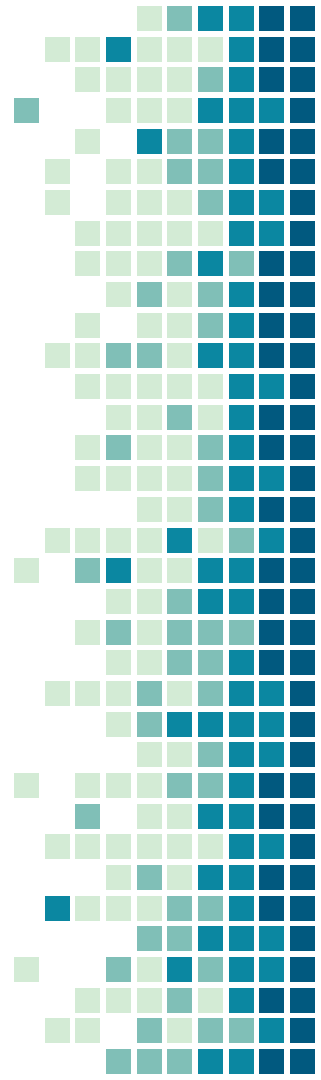
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How many times have you hoped for this...

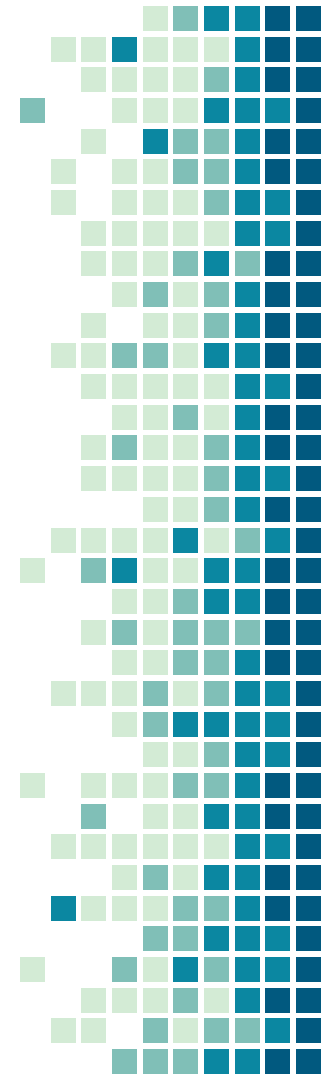


Only to get this...



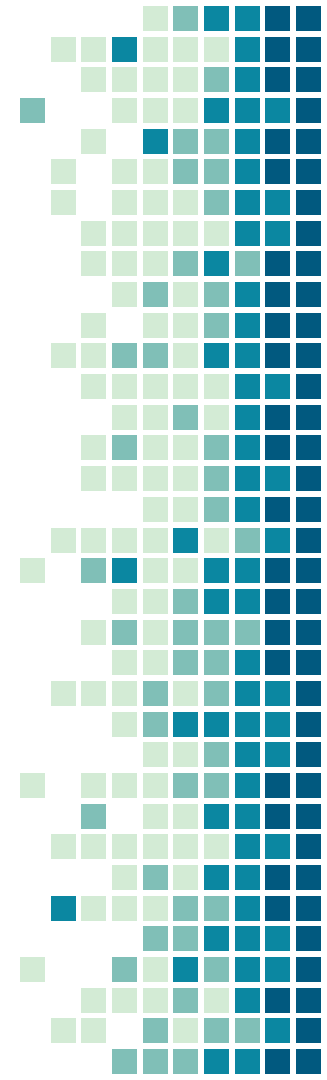
# Exercise

- With a partner, discuss a strategy that you use to promote discussion in library instruction sessions.



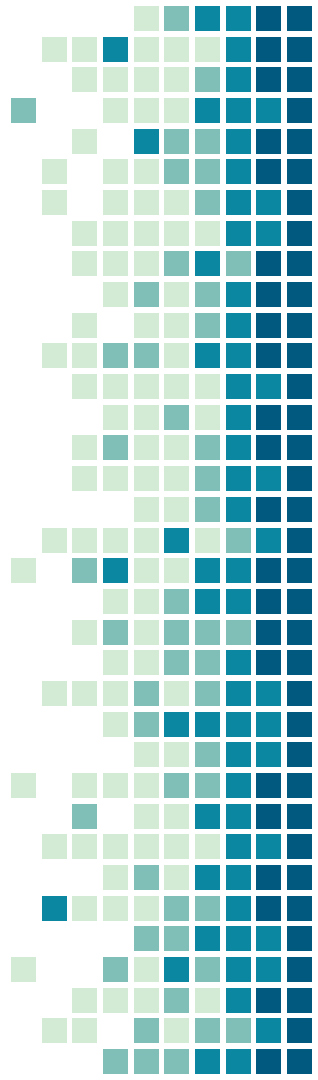
# Limitations of Library Instruction

- Interaction with students confined to the session
- In a dedicated library classroom, class is disrupted by different location
- Students may have predetermined expectations of library instruction
- Syllabi may not make participation requirements clear for the session



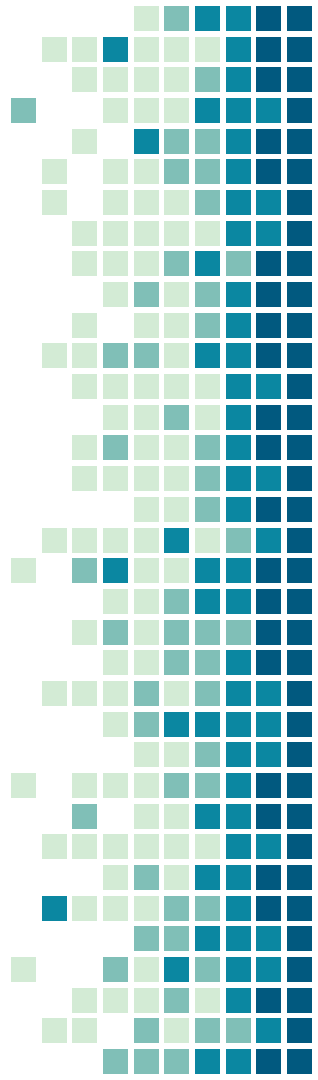
# Background

- INTD 105, a required intro to writing course
- Required research paper & library session
- Course focus varies by professor depending on their discipline
- INTD 105: Sex, Skulls, and Aliens (Anthropology)
  - Piltdown Man Hoax



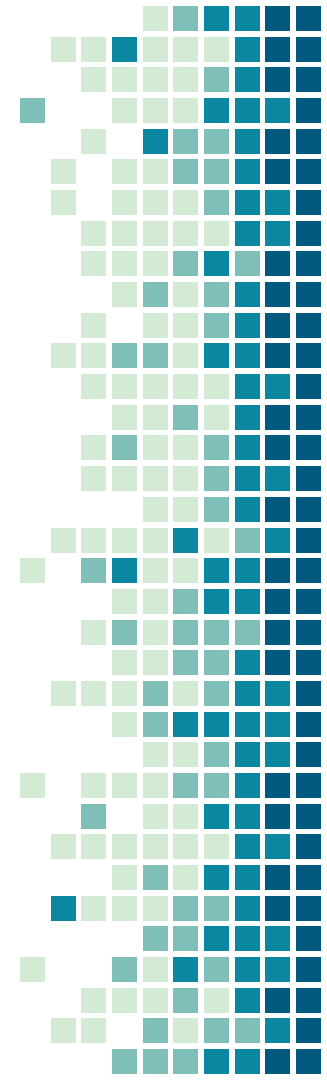
# Original iteration of the session

- From the professor:
- “Students will conduct a “whodunnit” exercise to research suspects in the Piltdown Hoax. Students break up into groups, are assigned a suspect, research the motive, opportunity and expertise of each suspect in the hoax, and present their findings to the class.”

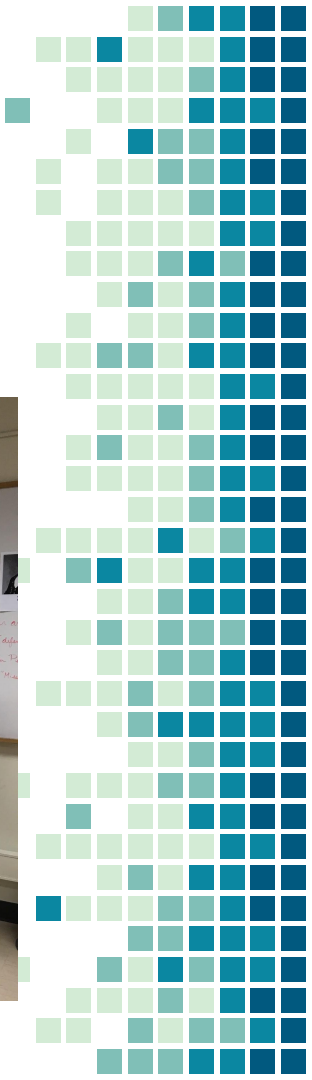
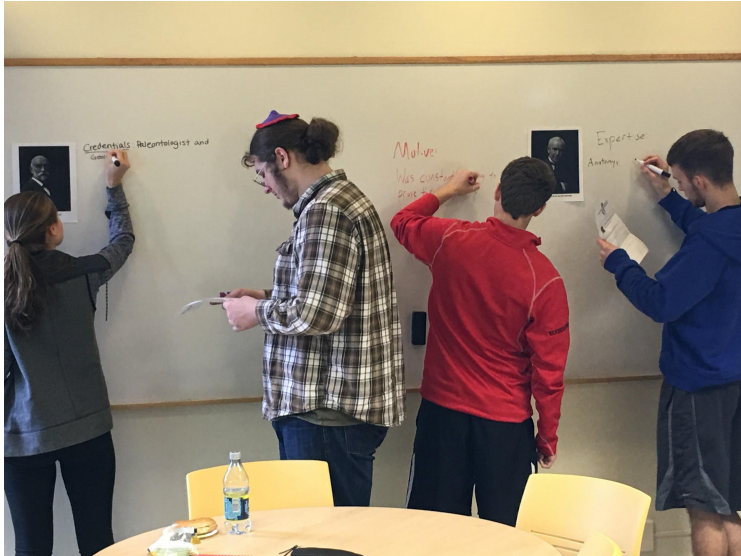


# Original iteration of the session

- Active learning
- Groups worked together to investigate a Piltdown Man Hoax suspect, specifically:
  - Motive - Why would the suspect create the hoax?
  - Expertise - What is the suspect an expert in?
  - Opportunity - When/how/why could he have gotten away with it?
- They would present and discuss their findings to the class

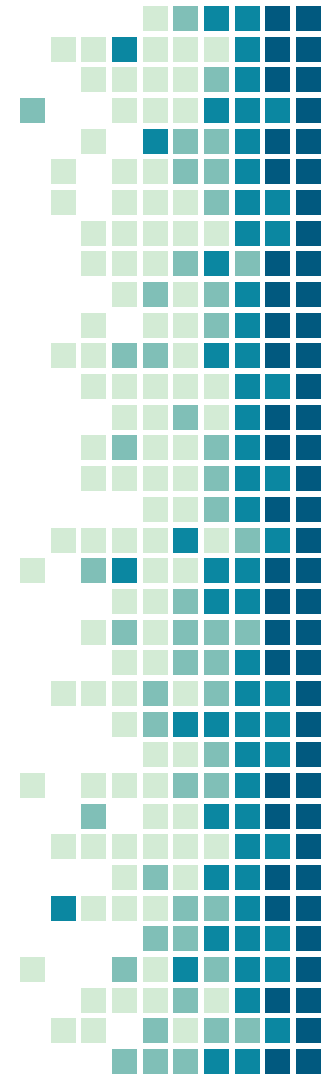


# Outcomes of original session



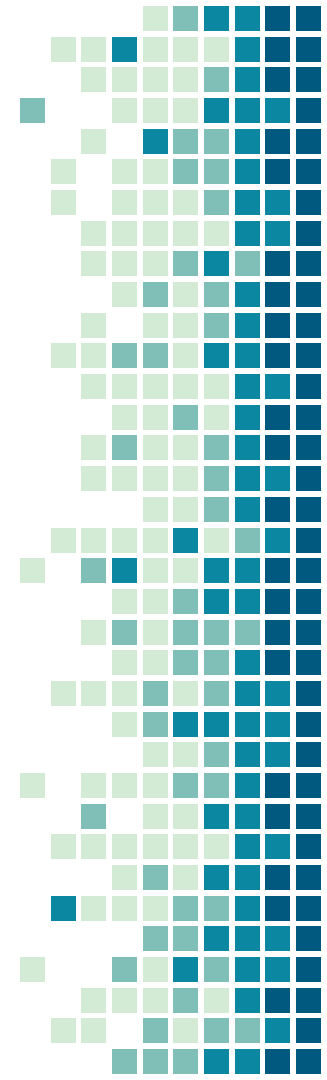
# New Goals

- Students will engage more critically with the material
- Students will have an active discussion with each other throughout the class
- The session will be fun and gamified



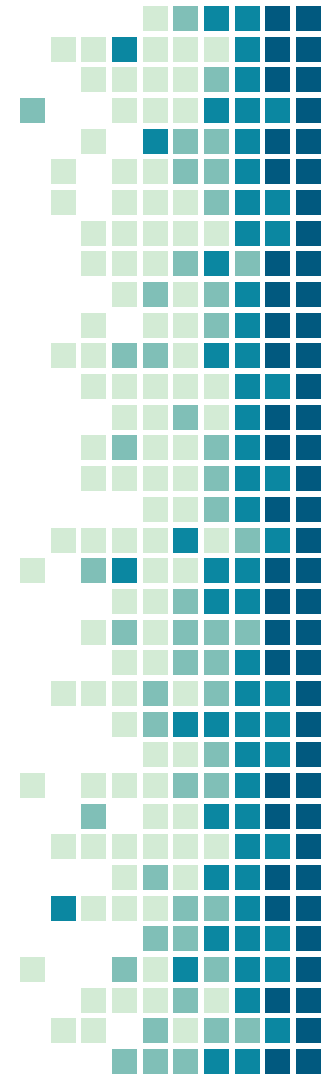
# Theory of Intrinsically Motivating Instruction

- Thomas Malone (1981); connected to his studies of computer gaming
  - Challenge
  - Fantasy
  - Curiosity



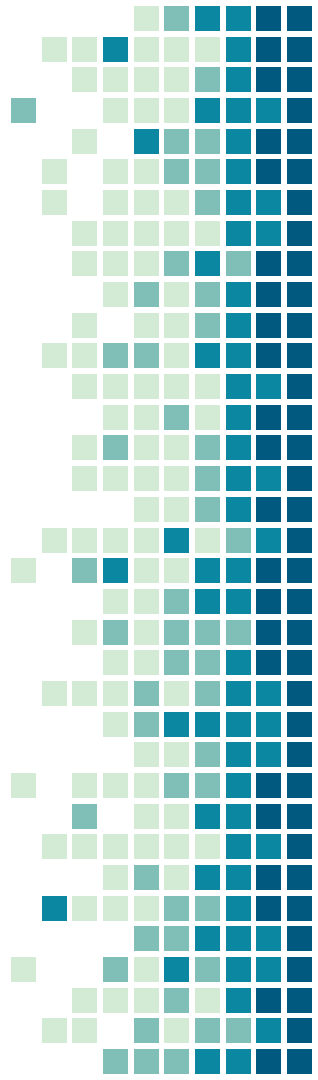
# Challenge

- Give students a goal
- Promote competition
- Inject “winning” into the mix
- When a student is challenged and succeeds through the struggle, their self-esteem can increase (Malone, 1981)



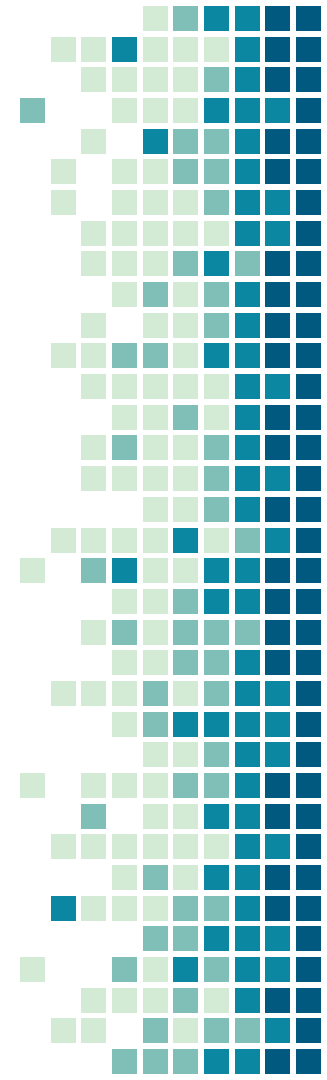
# Fantasy

- Create an environment where risk taking does not have personal implications
- Use role-playing to remove anxiety
- Inject more fun into the instruction



# Curiosity

- “One of the most important features of intrinsically motivating environments is the degree to which they can continue to arouse and then satisfy our curiosity” (Malone, 1981, p. 337)
- Novelty, complexity, and surprisingness help inspire curiosity



# Our Planning Process

Theme: Perspectives // 1. What is perspective 2. How

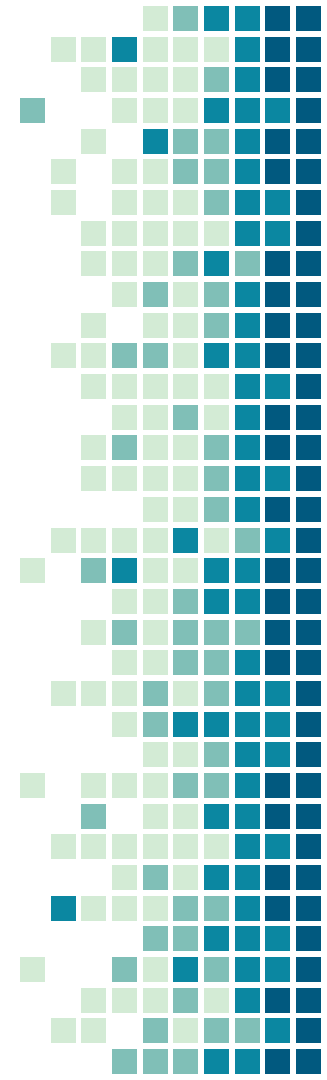
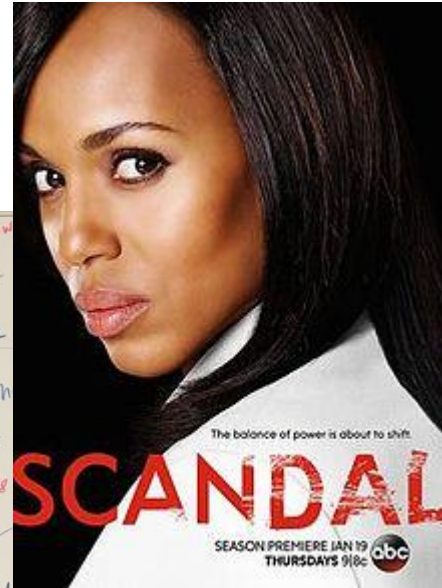
Session #1 → Session #2 → Session #3

Session #1: Margaret Mead / Samoa  
 - Intro to Research  
 - Evidence based opinions  
 - Print, LDS, Articles  
 - Evaluation Exercise - Make Search More Specific - Fun - IDS  
 - Brainstorming  
 - Share out

Session #2: Pittelown Who Dunnit "Fun"  
 - Anticipatory Set: How do you convince someone?  
 - Course Discussion  
 - Team based  
 - Books - IDS  
 - Develop an argument  
 - Perspectives  
 - \*Extra Credit/Participation  
 - Alani Man / Liberal do  
 - Brandon Perspective

Session #3: Evaluating Online Chrissy  
 - How to evaluate? On  
 - Snopes  
 - Create a tool box  
 - Tracking Fake news  
 - 3 different pieces of fake news  
 - Trace the timeline / Create one  
 - Backwards Tracing  
 - Snopes  
 - News Literacy  
 - Blog  
 - oImage - Google - Perspective  
 - Fake News - Ed-o  
 - AP Reuters  
 - Liberal Fox network

Timeline Diagram:  
 50 min. Intro  
 15 min. Max  
 5 min. ANTH+  
 35 min. Perspectives  
 40 min. Activities  
 15 min. Report out  
 5 min. wrap up  
 5 min. GLOCAT  
 15 min. ANTHRO Plus  
 15 min. Info  
 15 min. Perspective  
 15 min. Brainstorming  
 15 min. Share out



# What Students Actually Did

Dear operative,

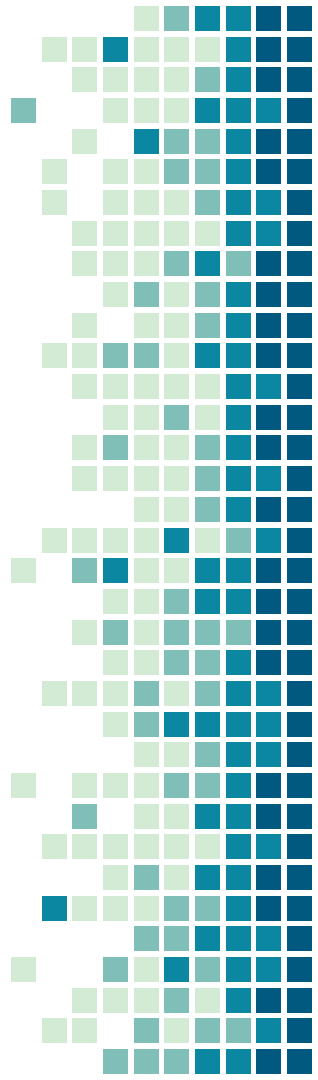
SUNY Geneseo is in dire need of your brain power! You and your fellow members of the Historical Investigation Team have been contracted to defend the reputation ***Pierre Teilhard de Chardin***, whose reputation is being besmirched by being accused of plotting the Piltdown man hoax. Be warned that other operatives are even now plotting to smear his name!

As some of Geneseo's newest students, you have both a fresh perspective and the skill sets needed to prove your protectee's innocence. Research ***Pierre Teilhard de Chardin's*** background and what he has written about, as well as what has been written about him, and extract the pieces of evidence to prove that he is innocent of committing the fraud at Piltdown.

In order to make sure he is not blamed for this hoax, you will need to find a scapegoat to pin the blame on. Research ***Charles Dawson's*** background and history, and come up with a convincing argument that they are the guilty party.

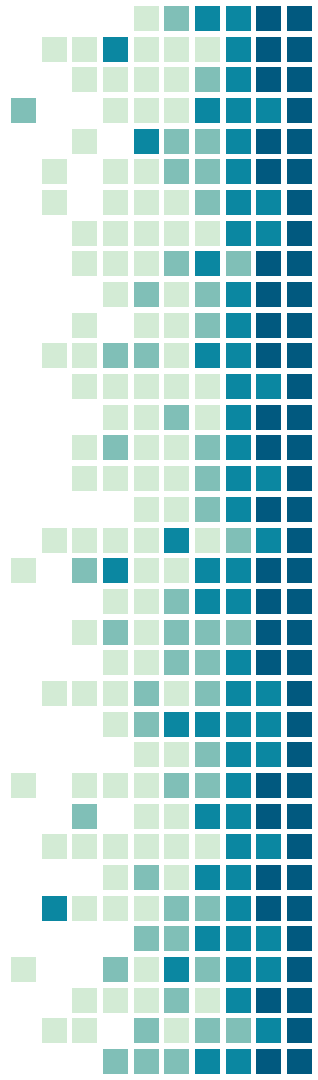
You won't be alone in this task. I have asked Brandon West and Alan Witt, our esteemed librarians, to provide you with directions for finding this research to preserve your subjects reputation (and to crush the scapegoat's).

Good luck; the Anthropology Department is counting on you...



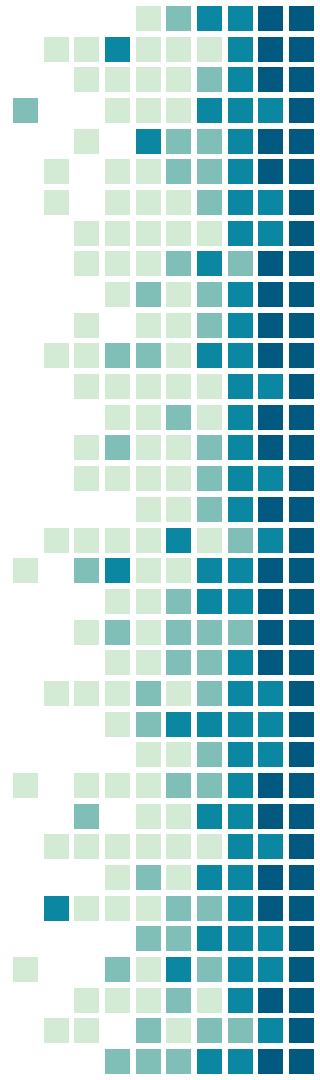
# Our Planning Process

- Fantasy:
  - Scandal, Historical Intervention Team
- Challenge:
  - Each team had a person to protect and a target to “slander”
  - Selecting and evaluating sources
- Curiosity:
  - No right answers



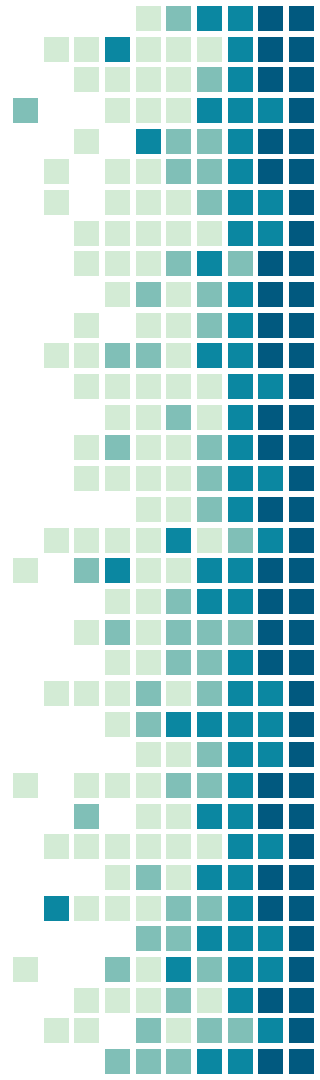
# Facilitating Discussion

- Target / Protectee debate
- Librarian-led discussion post debate
  - Questioned students about intentional use of sources



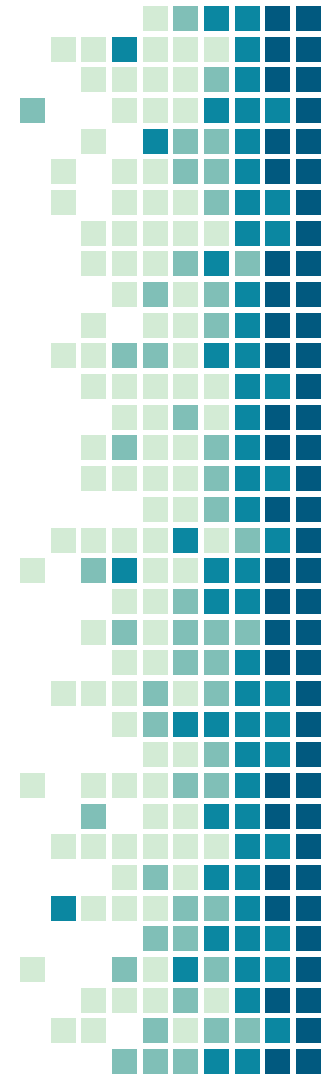
# Outcomes of Revised Session

- The students were engaged in thinking about credibility of their sources
- The students actively debated each other
- Several students offered (unprompted) that this was the most fun they'd had in a library instruction class
- The professor was thrilled; students were better prepared for upcoming lessons



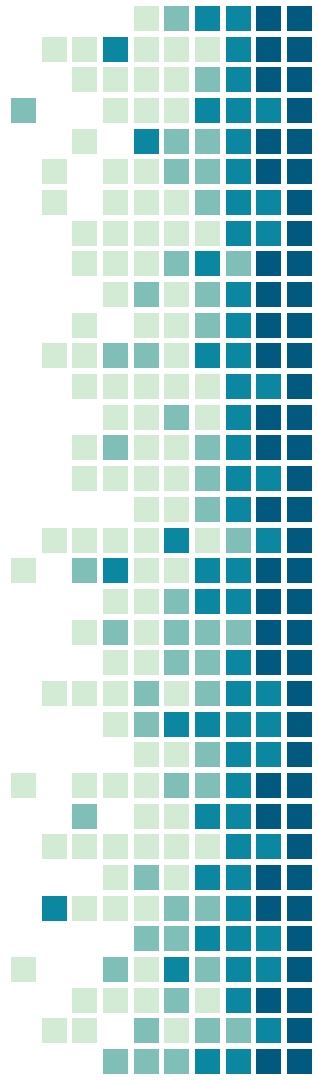
# Concepts you can apply

- Taking a **risk** with instructional strategies
- Using **themes** to introduce fantasy and overarching goals in a lesson
- Providing a **framework** for a discussion
  - Using **think-pair-share** in small groups before big discussions
- Picking **open-ended issues** and multiple viewpoints (problem-based learning)

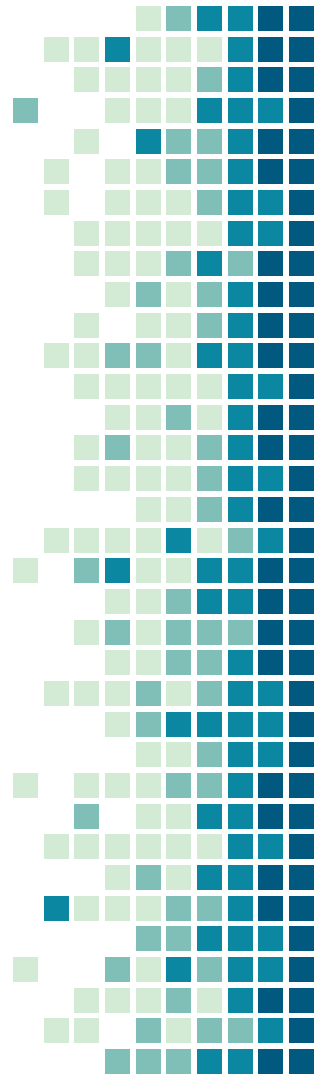


# Exercise

- In pairs, brainstorm/outline a brief activity that would require students to engage critically with a library resource.
- Use the principles of intrinsic motivation (Challenge, Fantasy, and Curiosity), or anything else you gleaned from this presentation.

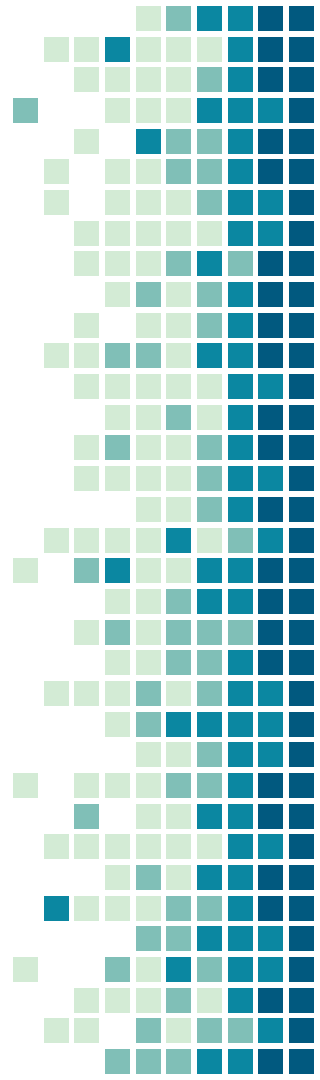


Questions?



# References

Malone, T. W. (1981). Toward a theory of intrinsically motivating instruction. *Cognitive Science*, 4, 333-369.



# Image References

Apathetic students [Digital image]. (2016). *The Washington Post*. Retrieved from <https://www.washingtonpost.com>

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Scandal Promotional Poster [Digital image]. (2017). Retrieved from [https://en.wikipedia.org/wiki/Scandal\\_\(season\\_6\)](https://en.wikipedia.org/wiki/Scandal_(season_6))

Using group work to promote deep learning [Digital image]. *The Oscillation*. Retrieved from <http://theoscillation.com/group-projects-for-college-students/>

Photos on slides 9, 15, and 18 were taken by Brandon West.

