Student Motivation & Academic Advising Workshop

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Target Learners & Context

This workshop is designed for experienced professional staff academic advisors and student affairs professionals at the University of Georgia (UGA) pursuing the Advanced Certificate in Academic Advising (ACAA). This workshop will function as a core workshop in the ACAA. To earn the ACAA, participants complete six workshops and a capstone project. Ideally, our learners will have either completed the basic Certificate in Academic Advising through UGA's Training & Development or else possess two years of experience in working with undergraduate students. UGA staff who do not work in advising or student affairs, but possess an interest in student motivation, will be allowed to sign up for the workshop to embrace diversity of professional experience and perspective. Facilitators will take care to partner these learners with participants who are experienced working with college students.

Learners will range in age from their mid-twenties to sixties. Women advisors outnumber men by a wide margin. While most advisors are Caucasian, reflecting the makeup of UGA's student population, around a quarter claim African-American, Asian-American, or multiracial ethnicities. Most advisors earn a salary in the $30,000 to $50,000 range and many are interested in professional development opportunities to improve practice and develop as professionals. All advisors have earned a Bachelor's degree, with most advisors coming from liberal arts majors. Many advisors possess Master's degrees and a few have earned doctorates. All advisors must possess above average interpersonal communication ability and a moderate level of comfort using and learning new technologies.

While advisors come to advising from a variety of career fields, many come from education, counseling, or social work backgrounds. Many UGA colleges and departments, however, try to hire advisors who graduated from their own major programs. Professional advisors typically do not teach at UGA (though some do so as part-time adjunct instructors) and specialize in advising one or a handful of majors within a college of department. Some advisors advise only first or second-year students who are preparing to apply to an application major and/or start their upper-level major courses. Others advise only juniors and seniors pursuing the upper-level courses in specific majors. Because UGA does not have a centralized advising system, advisors across campus experience a diversity of student populations (based on declared major or pre-professional intention) and specific job responsibilities. Almost all, however, meet with each of their advisees in at least a single one-on-one meeting every semester and maintain frequent contact via email.

Motivation represents a key aspect of lifelong learning and decision-making that professional advisors should be familiar with in order to better serve the students they advise. Exploring how motivation relates to advising practice can help advisors learn to assess student difficulties by helping them conceptualize the complex interplay of factors affecting learner motivation. This workshop will introduce, more specifically, the robust expectancy by value model of motivation and guide advisors in thinking about how it might apply to various advising cases and contexts.

Learning Objectives: Statement & Justification

After this workshop, advisors should be able to:

1. Describe prior advising knowledge and experiences related to student motivation.
2. Summarize the expectancy by value model (EVM) of motivation.
3. Analyze the EVM in the context of advising diverse undergraduate students.
4. Apply prior experience coupled with the EVM for student motivation to advising case studies.
5. Create a treatment plan related to student motivation case studies.

After engaging with pre-readings, advisors will, in writing, relate new learning about motivation to their prior experiences and knowledge of student motivation. To further elaborate these ideas and help deepen understanding and processing into long-term memory, advisors will verbally revisit their initial reflections when meeting with their workshop group. Small group, followed by large group, discussions of pre-reading and individual reflections will help facilitators ensure that all workshop participants possess the basic understanding of the EVM needed to complete subsequent workshop tasks. In order to further articulate this new knowledge and begin applying it in job-related contexts, advisor participants will work together to respond to facilitator-provided case studies. Formulating a treatment plan will allow learners to further draw on their personal advising experiences to engage in a specific problem they are likely to encounter in their day-to-day work.

Details of Prototype Learning Experience

The workshop will include pre-reading materials (see Appendix A), a pre-reading concept check (see Appendix B), and a pre-workshop reflection (see Appendix C) to be completed prior to attending the workshop. Workshop facilitators will make pre-reading and reflection assignments available at least ten days before workshop delivery via eLearning Commons (eLC), UGA's electronic learning management system (LMS). The three hour, face-to-face workshop will include interactive discussion, case study-based problem-solving (see Appendix D), and closing reflections (see Appendix E). Workshops will be delivered in UGA's Training & Development building on South Thomas Street on UGA's Athens campus.

Time frame	Activity	Description
Pre-workshop	Pre-Reading and Reflection	Participants will be engaged in readings related to the EVM and student motivation as it relates to advising (see Appendix A). They will complete an advising

		concept check (see Appendix B) as well as a short reflection on eLC related to their prior experiences and current readings (see Appendix C). This reflection will include a request that learners select their favorite motivational quote and come prepared to share it with other workshop participants.
First 10 minutes - Setup - Participants grouped ahead of time by response to pre-reading/reflection questions. Up to five groups of 3-4. Icebreaker: Individuals introduce themselves, their motivational quote, how they think it might fit in the EVM.		
Next 15 minutes	Connect EVM with Prior Advising knowledge or experience - Small group discussion	Participants discuss within their small groups the pre-readings and their pre-workshop self-reflections. The group will choose one person to record and synthesize common and new findings to share with the whole workshop group.
Next 25 minutes	Connect EVM with Prior Advising knowledge and experience - Large group discussion	Each group will share their findings with all participants in an effort to understand commonalities and differences among experience and perspectives. Facilitators will offer some structure by asking each group to consider 2-3 pieces of the EVM model (i.e. self-efficacy and growth mindset) to share with the large group. Any misconceptions about various pieces of the model will be cleared up by facilitator as they circle around the room listening in on various groups as well as during large group discussion. Learners who may have skipped the pre-reading and associated activities will be able to catch up on the basics of the EVM model through these discussions. The Knapp (n.d.) EVM model (see Appendix A) will be projected throughout the small and large group discussion as a reference and processing aid.
Break - 5 minutes		
Next 45 minutes	Case Study by group	Each group will be presented with a printed handout featuring a detailed case study to analyze (see Appendix D). The analysis should be based on their prior experience, resources available at UGA, readings related to EVM and motivation. Each group will put together a 5 minute powerpoint presentation for the rest of the participants

		highlighting the salient points of the case, the resources an advisor would provide the student, advice or follow up that would be provided by the advisor in the context of their discipline.
Break: 5 minutes		
Next 45 minutes	Case Study presentations	Each group will present their case analysis with the rest of the participants to receive feedback.
Next 10 minutes	Case study treatment plan revision	Each group will improve their case analysis based on the feedback received and submit to facilitators via an assignment Dropbox in eLC.
Next 5 minutes	Individual reflection and assessment	Each participant will individually reflect on the workshop experience (see Appendix E) and complete an online final feedback form (see Appendix F).
Final 10 minutes	Come together as a whole group to wrap up	The workshop will be wrapped up with participants sharing their closing reflections. This will highlight the main takeaways related to the EVM for advising and student motivation.

***Note: During the group discussions, the facilitators will be walking around the room, taking note of the conversations as well as providing any leading questions to help any struggling group. Because facilitators will group participants, based on pre-workshop self-reflections, before the workshop begins, any non-advisor participants will be grouped with experienced advisors. This will provide learner support for participating in discussions and successfully completing the case study task.*

Authentic Learning Tasks

This workshop design includes the following authentic learning tasks to maximize learner engagement by applying motivation content to job-specific situations:

1. Pre-reading on the expectancy-value model of motivation and its application to academic advising with concept check relating motivational factors to advising contexts allows learners to engage in the reading required to become scholar-practitioners in their field (see Appendix A & B).
2. Reflective questions help learners engage with and process content by connecting motivation knowledge to their own advising experiences and prior knowledge (see Appendix C for pre-workshop reflections; see Appendix E for closing workshop reflections)

3. Analyzing advising case studies related to student motivation directly relates to the daily problems and professional activities of academic advising, making it a highly authentic learning task. (Appendix D)
4. Small and large group discussions to enhance collaboration, reflection, critical thinking, and problem-solving also represent authentic tasks because they refine the listening, communicating, and speaking skills advisors must master and use every day.

Instructional Model

This “Student Motivation” workshop is designed around a problem-based learning model. Problem-based learning is a constructivist instructional model based on several characteristics. Problem-based learning:

1. Uses real-world problems and authentic tasks that situate content in specific contexts.
2. Creates a learner-centered environment in which the teacher acts as a facilitator, helping learners solve a complex problem unable to be solved in any single, correct way.
3. Embraces collaborative learning in which students consult outside sources and rely on each other to extend learning, explore diverse perspectives, and create solutions (Glazer, 2001).

Problem-based learning represents the best model for designing a student motivation workshop aimed at academic advising and student affairs professionals from various departments and backgrounds for many reasons, including its emphasis on team-building and discussion. As stated above, enhancing collaboration among advising professionals represents a core objective of this workshop.

Authentic Tasks

As the expectancy-value model, itself, theorizes, learners are more motivated if they believe an assigned task teaches a skill they will use in their day-to-day life or work. Seeking to assign readings and design tasks that helped situate the expectancy-value model within the context of academic advising should increase the value these learners place in participating because doing so may have real implications for how they develop their professional practices. Pre-reading assessments (the concept check and reflection) as well as original case studies (written by the instructional design team specifically for this workshop) situate the expectancy-value motivational model content experience squarely within the field of advising and call upon advisor’s knowledge of and experience in the field.

Learner-Centered Environment

Problem-based learning emphasizes exploring complex problems with no tidy solutions and creates a condition in which ultimate authority cannot rest with the teacher/facilitator. The existence of multiple possible solutions requires the sharing of multiple perspectives and allows for validation of our learners' prior advising knowledge and experience. In designing this workshop for adult learners, we relied on Malcolm Knowles' propositions about andragogy, "the art and science of helping adults learn." The successful instruction of adults learners involves creating environments where they are given freedom to direct their own learning, able to call upon their own experiences, and immediately apply knowledge to authentic problems related to their professional roles (Conlan, Grabowski, & Smith, 2003).

We can fit these instructional considerations into the Expectancy x Value model of motivation. The inclusion of reading options allows for learner choice and the freedom to pursue topics of intrinsic interest. Our pre- and post-workshop reflections as well as opening and closing workshop discussions allow learners to elaborate on how their individual professional advising experience relates to the EVM framework. Reflections and discussions about these reflections help learners access prior knowledge they bring with them to the workshop. In the information processing model of learning, one strategy for moving new knowledge from short-term into long-term memory is to tie recently learned material to pieces of episodic knowledge (specific remembered experiences). (Orey, 2001). Furthermore, listening to and engaging in discussions about student motivation and advising will allow learners to elaborate ideas about motivation and make connections to advising practice. This consumption and production of public and private speech toward deeper understanding represents an essential component in Vygotsky's social constructivist model of learning (Newman & Holzman, 1993).

Collaboration

A problem-based learning model also creates a foundation on which to help learners work collaboratively. Exploration of advising case studies in small groups mirrors the everyday task of working with one's colleagues to solve complex student problems. The collaborative problem-solving involved in creating possible solutions to believable problems, in addition to representing an authentic task, allows learners to engage in an active fashion, immediately applying what they've learned. The small group setup creates more responsibility for individual contribution, thereby increasing the amount of verbal exchange and processing of the EVM motivation framework as learners elaborate how they might apply their new knowledge in diverse contents.

Some important considerations related to collaborative learning exist to help instructors create a more successful experience. Facilitators should make every effort to secure a workshop space that easily enables small groups of individuals to work (i.e. multiple small tables where learners can sit facing one another). Facilitators should also commit to providing assistance, intervention, and encouragement throughout collaborative learning implementation, as necessary. Finally, facilitators should convene the whole group of learners to summarize important points and experiences, promote reflection, and evaluate group products and performances (Palmer, Peters, & Streeman, 2003).

Evaluation/Assessment

1. Learners will complete a pre-workshop reflection after they engage with pre-reading. Pre-workshop reflections will be submitted to facilitators via eLC dropbox. Reflections will allow facilitators to assess comprehension and how learners are connecting readings to prior knowledge and experiences in advising.
2. Small and large group discussion will open the workshop and help the facilitator/s gauge engagement and comprehension as well as enhance learner processing of new knowledge. Small and large group discussion will also close the workshop allowing participants to share any personal interests related to student motivation and some ways they are thinking about applying the expectancy-value model in their own work. Discussions will help facilitators assess comprehension and how learners are integrating ideas about motivation with prior knowledge and experience in advising.
3. Small groups will create case plans detailing their approach to specific case studies related to advising and student motivation. Small groups will present their case plans in a digital format to the larger group of workshop participants. This digital document will demonstrate comprehension of the expectancy-value motivation model as well as integration of this model with advising.
4. Evaluation of learner perception will be conducted via a feedback survey built in Qualtrics. This survey will be distributed to participants immediately upon completion of the workshop (see Appendix F). Results from this survey will inform future modifications of the workshop.

Defense of Instructional Decisions

The decision to provide pre-reading via eLC allows advisors to receive first hand experience of the LMS their advisees use during their collegiate years while ensuring access to workshop content in a localized space before applying new knowledge about motivation during the workshop. The use of eLC also helps workshop instructors access attendee pre-reading submissions in advance to select groupings and prepare for the initial discussion. An alternative path we considered involved simply emailing participants the pre-readings and asking them to respond with reflections by emailing facilitators directly. Ultimately, we decided that asking advisors to use various features of eLC (dropbox assignment submission, quiz feature for concept check) worked better from an assessment standpoint as well as allowing participants a digital space to come back to for review and/or extension of knowledge via the discussion board. Advisors who wish to elaborate on closing reflections (see Appendix E), pose new questions, or turn their learning about motivation into an ACAA capstone project would benefit from having a space to share ideas with facilitators and/or other participants after the face-to-face workshop.

Our choice to pursue a problem-based learning approach ensures maximum engagement by giving advisors an opportunity to learn from their colleagues' experiences as well as make connections with their current practice. We know from adult learning theory that adult learners

are more motivated when they are learning concepts or skills that directly relate to their personal or professional roles, and pursuing a problem-based strategy allowed us to design case-studies situated specifically in advising practice and common challenges advisors see. Problem-based learning also allowed our learners to work in groups toward solving a specific problem. We wanted to encourage as much collaboration as possible because collaboration is an essential skill, especially for advisors desiring to advance their practice. In analyzing the expectancy x value model of motivation, we were also very aware of the role relational value plays in an individual's desire to accomplish a goal. Placing advisors in groups of three or four with their colleagues to solve an advising-related problem increases motivation because advisors care about their colleagues' success and contributing to the goal of enhancing advising practice for these colleagues. Expectancy of success is also increased because individual participants know they have the support of two or three of their colleagues in addition to the facilitator(s).

In the original design of the workshop we had the students using the entire expectancy x value model to share their initial reflections and insights in small groups before have no a representative share with the whole large group. We had three peers review our project and express concern that facilitators would not have enough time to offer more explicit instruction on the EVM because of the amount of time dedicated to open-ended discussion. After carefully considering the time constraints and keeping the authentic task of the case studies intact, we decided that during initial small group discussion, facilitators would narrow down the areas in the expectancy x value model on which each group will focus. Instead of giving each group the entire model to discuss, facilitators would focus the small groups on 2-3 aspects of the EVM to share their knowledge and experience of with the whole group. As we know from the expectancy side of the model, we are more motivated to attempt a task if we have the time and resources to complete the task. This design helps learners stay engaged and active in the task of reviewing and elaborating on the EVM while opening up opportunities for facilitators to address any misconceptions or interject with additional information about specific aspects of the model as each small group shares its insights.

References

Conlan, J., Grabowski, S., & Smith, K. (2003). Adult Learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. http://epltt.coe.uga.edu/

Glazer, E. (2001). Problem Based Instruction. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. http://epltt.coe.uga.edu/

Newman, F., L. Holzman. (1993) *Lev Vygotsky: Revolutionary Scientist*. New York: Routledge.

Orey, M. (2001). Information Processing. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. http://epltt.coe.uga.edu/

Palmer, G., Peters, R., & Streetman, R. (2003). Cooperative learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <insert date>, from http://epltt.coe.uga.edu/

Appendix

Appendix A: Required and optional pre-reading

Expectancy X Value Model of Motivation

EXPECTANCY *Do we expect to be able to read the text successfully?*	VALUE *Does reading the text have value for us?*
Self-efficacy: We are more motivated when we feel competent to achieve a task.	**Intrinsic Interest:** We are more motivated by a task that is situationally interesting or that ties into our personal interests.
View of Ability/Growth Mindset: We are more motivated when we believe our ability to achieve a task will improve with practice and effort.	**Utility value:** We are more motivated when success at a task offers rewards or will help us meet a personal goal.
Locus of Control: We are more motivated when we feel in control of when, what, and how we do a task, and how we will be evaluated on it.	**Self-image**: We are more motivated by tasks that enhance, rather than threaten or contradict, our desired self-image.
Support: We are more motivated to attempt a task when we believe help will be available if we run into problems.	**Relational Value:** We are more motivated when a task seems useufl or important to people we care about.
Time & Resources: We are more motivated to attempt a task if we believe we will have the necessary time and resources to achieve it.	**Cost/risk:** We are less motivated to attempt a task when cost (time, effort, competing activities, or risk of failure), seems high compared to possible benefit.

NOTE: Based in part on Eccles and Wigfield's *Expectancy-Value* model of achievement motivation (Eccles, 2005; Wigfield & Eccles, 2000; Wigfield, Tonks, & Klauda, 2009), with additions.

(Knapp, n.d.)

Knapp, N.F. (2013). The 'Expectancy x Value' model of motivation. Unpublished manuscript. Department of Career and Information Studies (Learning, Design, and Technology), College of Education, University of Georgia, Athens, GA.

Howey, S.C. (2008). Factors in student motivation. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* web site: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Motivation.aspx.

Pettay, R.F. (2009, June). Motivational interviewing in advising: Working with students to change. *Academic Advising Today, 32*(2). Retrieved from http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Motivational-Interviewing-in-Advising-Working-with-Students-to-Change.aspx

Choose one of the following to read/view:

Dweck, C. (2014, December 17). The power of believing that you can improve. Retrieved from https://www.youtube.com/watch?v=_X0mgOOSpLU

Krista M. Soria and Michael Stebleton (2013) Major decisions: Motivations for selecting a major, satisfaction, and belonging. *NACADA Journal, 33*(2): pp. 29-43. https://doi.org/10.12930/NACADA-13-018

McClellan, J.L. (2006, November 29). Student motivation: How much can we really do? *The Mentor*. Retrieved from https://dus.psu.edu/mentor/old/articles/061129jm.htm

Appendix B: Pre-workshop concept check

Expectancy x Value and Advising Concept check

Which of the 10 components of the Expectancy x Value theory of motivation best explains the situation below? Tip: Decide whether the situation deals with either the expectancy or value part of the equation first and proceed from there.

1. Caroline is pursuing law because it's "the family business" and becoming a lawyer would make her grandparents and parents proud. *(relational value)*

2. Kira's past success leading a group makes her choose to pursue a leadership position on a group project. *(self-efficacy)*

3. David decides to stick with the challenging English course because he thinks he'll be able to improve his performance with more effort. *(view of ability/growth mindset)*

4. Cameron does not earn high grades in general education core classes because he feels these requirements are keeping him back from studying in his major area. *(locus of control)*

5. Because she knows she has access to multiple forms of tutoring if she runs into trouble, Abby wants to attempt the challenging science course sequence . *(support)*

6. Emil works thirty-hours a week and commutes from an hour away, so he hasn't joined any campus organizations. *(time and resources)*

7. Jenna has no trouble completing the political science readings she always finds so fascinating. *(intrinsic interest)*

8. Brandon attends his professor's office hours in order to improve his semester grade and build his professional network. *(utility value)*

9. Sarah feels uncertainty about pursuing engineering because she's never known a female engineer. *(self-image)*

10. Because it may bring her grade point average below the required level needed to maintain her scholarship, Alexis wants to delay taking the graduation requirement. *(cost/risk)*

Appendix C: Pre-workshop reflection

How is the expectancy x value model of motivation reflected in the student motivation issues you've encountered as an advisor?

What aspects of this model do you find most interesting or think advisors have more or less control over?

What is your favorite motivational quote? (please come prepared to share your quote at the workshop)

Appendix D: Case Studies

Case Study 1:

Sara is a second year student at UGA with an undecided major. Sara is a high- achieving student from the Athens area and is currently living at home to help with expenses. Neither of Sara's parents attended college and they see it as a waste of time. They do not have any extra money and are not able to help her with what they consider an unnecessary expense. Sara's hard work in high school paid off with the Zell scholarship but she has found that those expenses not covered by Zell really do add up.

While trying to find out ideas as to what Sara would like to major in Sara kept steering the conversation back to finances. Sara's biggest concern seemed to be ways to keep expenses down while still being able to keep her grades up to hold onto Zell. She is worried that she will need to get a job and is concerned that that will negatively affect her grades.

Sara is starting to wonder if college is the place for her. Her classes aren't interesting and the cost is overwhelming.

What do you think are the motivational factors at play in Sara's stresses?
What resources might you direct Sara to?
What advice would you give Sara?
How would you follow up with Sara?

(Case study involves locus of control, support, and time & resources, on the expectancy side, and intrinsic interest, and cost/risk on the value side.)

Case Study 2:

Linda is a third year pre-law student at UGA. Linda is an honors student who comes from a family of physicians. Her grandfather was a doctor and both of her parents as well as her brother are doctors and work in a family owned practice in Augusta, Georgia. It is, as she told her advisor when they met last year, "the family business".

When Linda arrives to discuss her plan for her next semester they look at her current courses as well as those needed to put her on track for graduation and applying to med school. Her grades are all good but she really seems to excel in her fine arts courses. She talks at length about a paper that she wrote for her current English class. Her biology class is a bit of a struggle and she admits that science just isn't her thing and confides that she sees her dream job as teaching English at a college level.

Her advisor asks if maybe she would be interested in pursuing a different line of study. Linda is adamant that not only would her parents not support a change of major but they would probably cut off all funding for a degree they deemed a waste of time.

What do you think are the motivational factors at play in Linda's pursuit of a MD?
What resources might you direct Linda to?
What advice would you give Linda?
How would you follow up with Linda?

(*Case study exhibits, on the expectancy side, locus of control, support, and, perhaps, time and resources as well as, on the value side, intrinsic interest and cost/risk components.*)

Case Study 3:

Ben is a second year engineering student at UGA. He is hard-working student from Savannah, GA. He worked very hard to keep his 4.0 while taking AP and honors classes. During his high school career Ben might have had to work harder than some of his peers but he was always able to pull out that "A" in the end. This has also been his experience at UGA even through his engineering courses. His 4.0 status has always been a great source of pride.

When Ben arrives to discuss his options for the next semester his advisor has a plan of best next courses written out for him. The engineering program has very little wiggle room when it comes to courses if you want to finish up on schedule so the advisor feels like this will be a fairly quick meeting. During their first two advising meetings the advisor noted that Ben has been steadfastly avoiding taking Chemistry. The advisor has heard that Chemistry is known to students as a "weed out" course. It is known to be very hard to pass and many students feel that getting an "A" is next to impossible.

When Ben looks at the schedule that his advisor has laid out for him he asks if he could take a language or a history instead of Chemistry. The advisor let's Ben know that this is not only a required course but it is a prerequisite for a class that he will need to take in the spring semester. Ben reluctantly agrees to put it on his schedule.

What do you think are the motivational factors at play in Ben's avoidance of Chemistry?
What resources might you direct Ben to?
What advice would you give Ben?
How would you follow up with Ben?

(*Case study relates to the expectancy components of locus of control and support as well as self image on the value side of the equation*).

Case Study 4:

Marie is a first-year student at UGA. She is a high-achieving student from the metro-Atlanta area who arrived at UGA with a little over thirty credit hours earned through AP exams and dual-enrollment credits. She describes herself as a first-generation Asian-American student and as someone with many interests and strengths, but little direction. During her orientation appointment, Marie discloses that she has received an ADD diagnosis and inquires about on-campus resources for pursuing necessary accommodations. Her orientation advisor notes the variety of questions Marie asks in rapid succession, seeming almost to test the advisor rather than listen to what the advisor has to say. Even before the advisor has finished answering one question, Marie interrupts to ask another.

Marie's biggest concern during the initial orientation-advising meeting is what major she should pursue. She's considering pursuing dual degrees in psychology and some business-related major. She insists that she's also fully committed to the Journalism major, though she is also investigating the Public Relations major. She knows she definitely wants to earn a New Media Certificate and possibly wants to minor in Japanese. Because she has already almost completed her general education core curriculum, Marie feels immense pressure to decide on some majors fast.

During her fall advising appointment, Marie reveals that she's joined five student organizations and is starting a club of her own. She says she doesn't want to miss any opportunity. Between coursework and co-curricular activities, though, she feels like she has barely any leisure or down time. She knows she wants to study abroad in Oxford, but she still hasn't decided between Journalism or Public Relations and has no idea what she'd like to pursue as a second major, though she is very committed to the idea of earning two degrees. She admits she feels parental pressure to earn a high salary and keeps asking what majors or combination of majors will make her "the most marketable" after graduation.

What do you think are the motivational factors at play in Marie's decision making difficulties?
What resources might you direct Marie to?
What advice would you give Marie?
How would you follow up with Marie?

(*Case study connects to the whole value side of the equation: intrinsic interest, cost/risk, instrumental value, self-image, relational value*.)

Case Study 5:

Leonard is a recently discharged veteran from the US Army. Leonard left school 30 years ago to serve his country and now he will be going back to school to finish his degree in Political Science. He lives with his wife and has two children who are off at college. Money is tight but Leonard and his wife have decided that the financial burden that going back to school will cause will be worth it once he graduates.

Leonard is visibly nervous in his first meeting with his advisor. He tells her that he hasn't been to class is 30 years and is concerned that he won't fit in with the student population about five times. He wonders aloud if he will be able to deal with all the new technology in the classrooms as well as technology needed just to complete assignments. He is also wondering what the price difference in a full course load will cost compared to taking a course of two.

After his advisor checks his transfer credits they are ready to start picking classes. She comes up with a few options of full course loads for him to look at. Not knowing how much time each class will take Leonard asks if he can start back part-time. He has a weekend job at Lowe's but he is worried that a full course load will be more than he can handle and perhaps more than he can afford to start with.

What do you think are the motivational factors at play in Leonard's decision making difficulties?
What resources might you direct Leonard to?
What advice would you give Leonard?
How would you follow up with Leonard?

(*Case study relates to EVM components of: locus of control, self efficacy, support, and time and resources, self-image, cost/risk.*)

Appendix E: Closing Reflection & Discussion

How might you incorporate the expectancy x value model of motivation into your daily advising practice or in designing an advising-related project?

In what ways has the expectancy x value motivation model changed the way you think about specific issues you encounter in working with undergraduate students?

Appendix F: Feedback Survey

This workshop feedback survey was designed to measure learner perception of their learning. Built in Qualtrics, the survey is accessible here:
https://ugeorgia.qualtrics.com/jfe/form/SV_56CqFjdIf2u8xx3