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Self-determination theory and motivation in chemistry during blended learning

This undergraduate student led project looked at student motivation in undergraduate chemistry during blended learning due to Covid-19.

A survey was developed using self-determination theory and the science motivation questionnaire (SMQ II). The motivating factors studied were intrinsic motivation, self-determination, competence, autonomy, relatedness, and extrinsic motivation. In addition, information was collected based on students' year of study, whether they were blended or full-online in the first term when lockdown measures were less strict, and study status (UK or non-UK student). Free-text responses were also collected.

In general students possessed an equal level of intrinsic and extrinsic motivation. However, self-determination of students appears to be low, and this is related to low levels of autonomy, relatedness, and motivation. Variations were found between year groups. Workload, time-management, and clearer direction and structuring of online material, were highlighted as areas where improvements could be made to support students.

Key words

self-determination theory, motivation, blended learning, students

Region

UK/Ireland

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