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Improving women motivation in learning Physics

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We want to analyze the motivations in the study of physics in pre-university educational levels. 69 undergraduate students who learnt with a Brain-Based Teaching Approach (BBTA) methodology (Socratic style) were compared to a sample with the same N who had learnt in a masterclass style. Both groups were analysed through Academic Motivation Scale (AMS). T-test and U Mann-Whitney analysis suggest amotivation is the same in both groups, but extrinsic motivations are higher in the classic style group, while the intrinsic motivations are higher in the Socratic one, specially for women ($p < 0,032$). To learn Physics in the proposed way seems to reinforce intrinsic motivations.

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