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Type: **Oral presentations**

A measure of motivation in an online astronomy course

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Student motivation is a perennial problem in tertiary education, and it can be a struggle to maintain student motivation in even the most fascinating courses. Extensive research on motivation broadly provides educators with tools to implement interventions to improve motivation. This study tracks students' motivations for learning across a teaching period in an online tertiary astronomy course. We show that students' intrinsic motivation to learn is higher at the end of the course compared to the beginning, and that students identified factors such as interesting content, freedom of choice, acquisition of knowledge, and format of assessments as influencing their motivation.

How would you like to present your contribution?

Hybrid from my own country (early in the conference day, best for Asia, Australia)

Target education level

University

Category

Formal Education

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