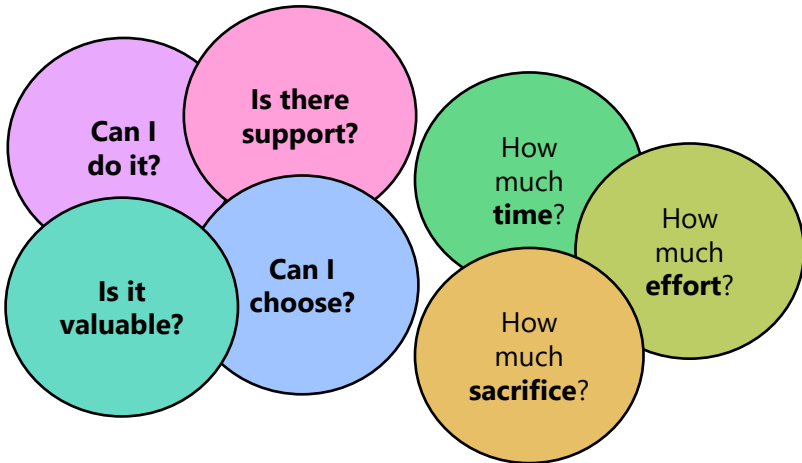


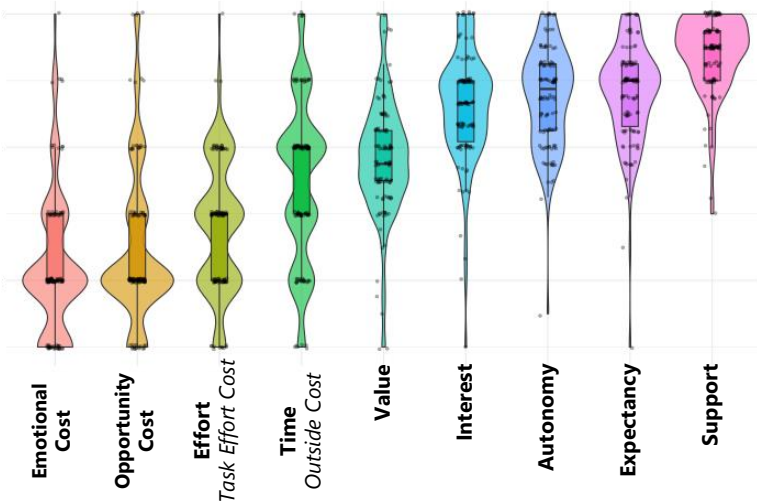
What do non-science majors value about science classes?

#2528656: Investigating Motivation and Engagement in General Education Science Courses using Mixed Methods

Motivation is Multi-Faceted

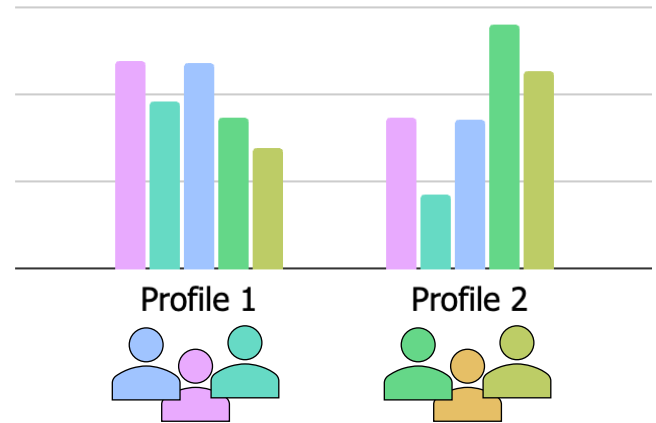


Time and **Value** are moderately rated and highly variable: can they act as **levers** to drive engagement and achievement?



Work in progress: Profiles

Expectancy Value Autonomy
Outside Effort Cost Task Effort Cost



Work in progress: Values

How is science valuable to you?

"Observe what I did. Try it again.

Take a step back.

Like that process has been really helpful.

And I would have never thought to like, think about it in that way."

Can we help students **identify value**?
Can we **reduce cost** or **boost support**?

Methods

Mixed Methods

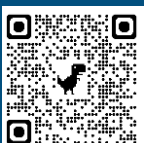
Latent Profiles

- Surveys (max N=1744, 2 yrs) from gen ed astronomy students.
- Interview a subset (N=30) of students from each profile.
- Latent profile analysis to uncover patterns in motivation.
- Thematic analysis (open-ended survey Qs and interviews).

Challenge Areas

Recruitment

- Interview recruitment *in parallel* with profile analysis
- Social desirability bias as a practitioner-researcher
- Different collaborative qualitative analysis by datatype (codebook TA for surveys; reflexive TA for interviews)



← Visit the MUSE Lab Website

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