

Assessing Individual-level Factors Supporting Student Intrinsic Motivation in Online Discussions: A Qualitative Study

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ABSTRACT

Research has established that intrinsic motivation has a positive effect on learning and academic achievement. However, little is known about the impact of different technology-supported learning activities on student intrinsic motivation or whether such learning activities significantly enhance student intrinsic motivation compared to traditional classroom environments without technological support. In order to investigate the phenomenon of intrinsic motivation in technology-supported learning environments, this paper examines factors that support individual student intrinsic motivation in online discussions. A research model is presented based on research into motivation, and the specific areas of self-determination and curiosity provide a framework for the model. A qualitative research methodology is used to validate the model. Results from the study indicate that five factors; perceived competence, perceived challenge, feedback, perceived interest and perceived curiosity, were strongly supported, with partial support for the construct of perceived choice.

Keywords: Intrinsic motivation, Self-determination, On-line Discussion, E-learning