Motivation and the Writing Process

Abstract

Countless tutors engage in tutorials every day with students who are unmotivated and disengaged in the writing process. Students often view writing assignments as just another obligatory task that must be accomplished and not see how powerful their writing can be. Often students, especially those from minorities have been shunned from the literary process thought out their educational experience (Purcell-Gates 2002). The researchers seek to understand how the writing center can foster motivation among students. Our goal is to use a psychology based approach to help foster motivation in students in the writing center.

Session Description

In this study two undergraduate writing center peer tutors apply motivational interviewing(MI) techniques during tutorial sessions to foster an increase in motivation during the writing process. Rather than a more direct approach associated with higher resistance and lower motivation motivational interviewing shows higher levels of client engagement (Magill et al., 2018). We seek to find a way to that allows students to want to engage with the writing process and to give them the tools to accomplish their literary goals independently. Motivational interviewing is an empirically prove intervention designed to move the interviewee through the stages of change in a short period of time using a conversational method (Zastrow 1996). MI requires a short training period and the potential to create distress in the participants is very low This can be used with students in the initial phase of the tutorial to foster motivation in the writing process

We will design a study that uses a pre and post questionnaire to assess student levels of motivation in the writing process. Motivational interviewing techniques will be applied in the conversational phase of the tutorial to attempt to improve motivation and student engagement in the writing process. We will use statistics to analyze our results following the conclusion of data collection. Our hypothesis is that brief interventions in the form of motivational interviewing will increase student engagement and motivation in the writing process. The research will potentially be able to be generalized to other writing centers who use the collaborative tutorial model.

References

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