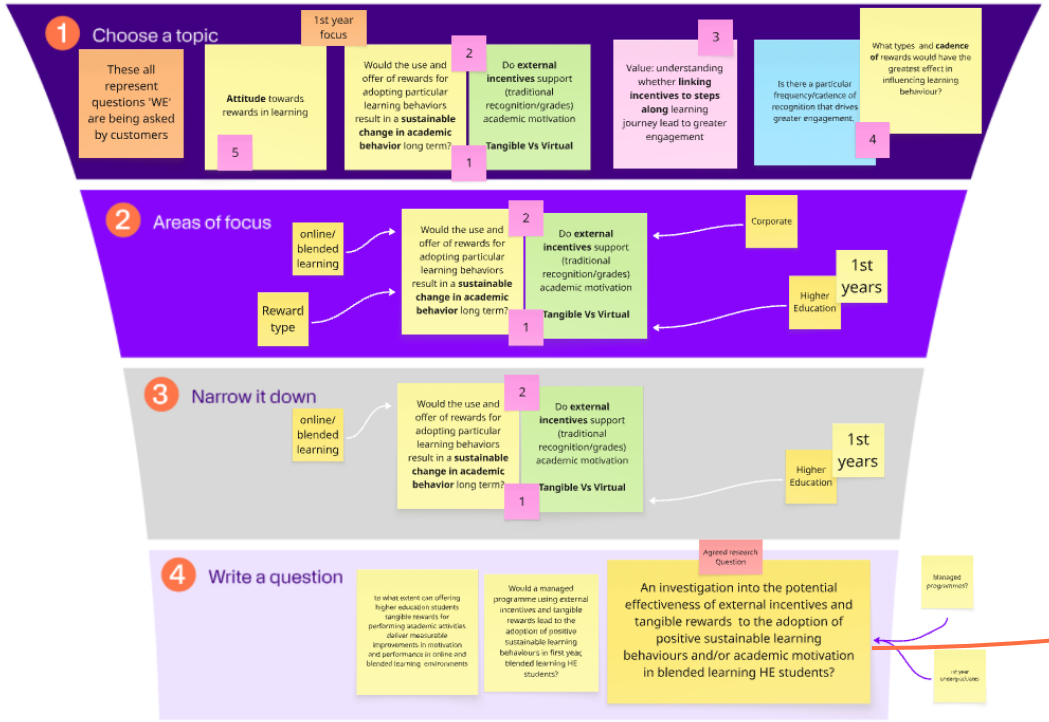
The effect of Rewards on Learning Motivation

Myles Thies – CIO alulu.
Peter Gillis - Research Lead Learnovate

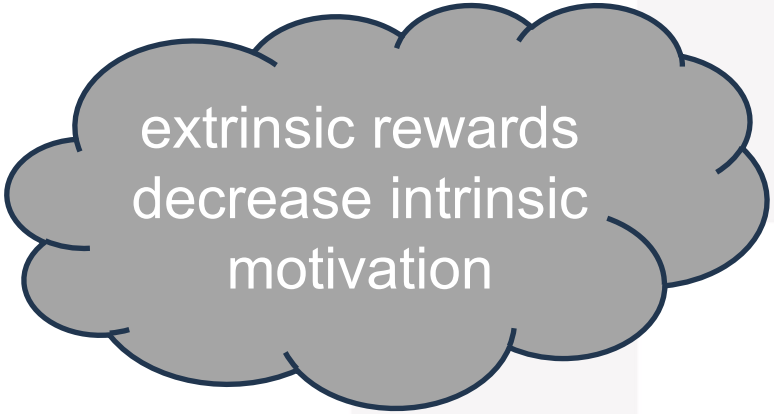
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Research Question Workshop



"An investigation into the potential effectiveness of external incentives and tangible rewards to the adoption of positive sustainable learning behaviours and/or academic motivation in blended learning HE students?"

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Undermining effect (An aspect of Self Determination Theory)

In the context of motivation, it refers to the phenomenon where extrinsic rewards can decrease intrinsic motivation. In essence, when an activity is initially enjoyable and engaging, offering a reward for doing it can make someone less interested in doing it for the sheer enjoyment, once the reward is removed.

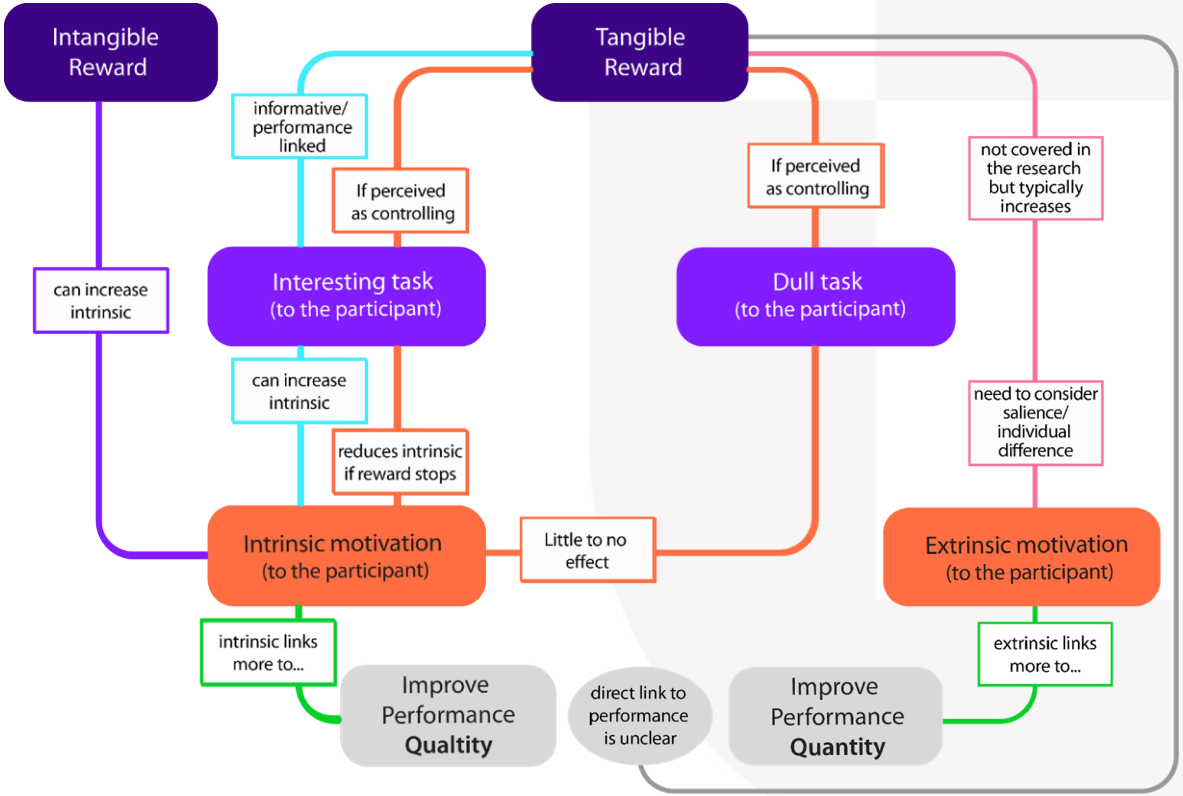
“Rewards have been examined extensively by both psychologists and neuroscientists and have become one of the most contentious issues in social and educational psychology”

- Hidi, 2015

Research Lenses and landscape



Research Lenses and landscape



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Design Recommendations

Use rewards as feedback, not pressure

Offer rewards to related to students' recent performance not to try drive it.

Match the reward to the task

For straightforward quantity-based goals, direct & physical rewards work well.
For creative or high-quality work, focus on sparking curiosity, choice, and genuine interest

Use tangible rewards strategically

Use tangible perks mainly for less exciting tasks, or to help students take that first step.

Integrate social and intangible rewards

Combine material incentives with meaningful praise, public recognition, or special roles to boost overall motivation.

Consider learner diversity

Personalize rewards to fit each student's unique interests, personality, and situation.
Provide choice.


Thank you!
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