

## Create meaningful challenges

Theories of intrinsic motivation suggest a major contribution is the feeling of achievement from solving or working through meaningful authentic challenges. Beginning a class, video, assessment or podcast with a “hook” or challenge is a classic way to intrigue audience and pique their interest. Curiosity is inherently motivating.

In discursive, mathematical or econometric subjects it is always possible to motivate using a real-world application.

## Manage the Information

Think about how you select and structure your material so that students are motivated to find out more. Sometimes this will mean carefully holding back answers or key information so that there is a sense of discovery and problem-solving as in a crime drama.

Too much information and too little information are both major causes of a rapid loss of interest.



# Curiosity, Narrative and Motivation



## Tell a Story

Good stories tend to keep the level of intrigue and the empathy with the protagonist high until the denouement, where the narrative and emotional tension is relieved. Think about whether your subject allows you to construct a similar dynamic sequence.

Often you can leave some technical details to later so that you keep students interested in the motivating application. The CORE approach to teaching economics works like this.

## Give Students Control and Agency

The feeling that one is in control of one's learning contributes to a sense of achievement and motivation. As much as possible, give students autonomy and agency in how they might approach a problem. You need to support them well in solving problems, but they should feel that they found the answers.