Chapter 2
Motivation for the Use of Technologies in Different University Contexts

Oscar Navarro-Martinez
https://orcid.org/0000-0002-3176-6194
University of Castilla-La Mancha, Spain

Juana Maria Anguita-Acero
https://orcid.org/0000-0002-8390-857X
National University of Distance Education, Spain

Francisco Javier Sanchez-Verdejo Pérez
https://orcid.org/0000-0003-1112-5995
University of Castilla-La Mancha, Spain

ABSTRACT

The presence of technologies in society is constantly increasing, and the field of education cannot remain oblivious to this situation. It must integrate new technological proposals to improve the teaching and learning processes. This chapter analyses the differences shown by university students from two different environments, specific students from small towns located in rural settings and students from Madrid, the capital of Spain. Data were collected from a sample of 312 primary education teacher degree students; 221 were women and 91 were men. Motivation for the use of educational technologies is examined by their preferences regarding access to knowledge, taking into account the context in which they live and their gender. It can be concluded that university students and future teachers generally have a great motivation toward the use of technology in their learning process. However, students do it more intensely since they perceive information more visually. There is also a greater preference for students who live in an urban environment.

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INTRODUCTION

Technologies can be motivating resources which students relate to leisure activities, but which can provide another approach to addressing education. It is important to bear in mind the diversity of students in a classroom, depending on the preference they have to learn following each one's tendency to assimilate content visually or verbally. Based on these possibilities, it is important to determine which is the best way to access more meaningful learning for students and thus achieve higher academic performance.

One of the resources traditionally used by teachers to attain their objectives by students' needs is motivation, considered a natural source of learning. In the field of education, motivation is geared at having students perform certain activities due to the satisfaction the latter produce in them, rather than the results or consequences of the activities. Through motivation, students are encouraged to participate while having fun or feeling personally challenged, and not simply as a reaction to external rewards or pressure (Ryan and Stiller, 1991). When psychological needs are satisfied, intrinsic motivation may increase and have a positive effect on classroom activity. It is thus considered to be of major importance in the field of education (Ryan and Deci, 2000).

The need to understand the nature of motivation was highlighted by Vázquez and Manassero (2000), who studied in depth different aspects related to this concept, including its evolution, the instruments used to measure it and the assessment of its dimensions. At present, there is no unanimous consensus regarding the meaning of the concept of learning, and thus can be considered from different points of view. Related initially to data expectations and competencies (Atkinson, 1976), later the theory of Social-Cognitive Learning proposed that motivation influenced individuals' concept of self-efficacy (Bandura, 1986).

From the point of view of students, it is important to distinguish between extrinsic and intrinsic motivation. Extrinsic motivation refers to the initial situation in which external aspects have a positive effect on students that enables improving the teaching-learning process (Ausubel, 1968). On the other hand, intrinsic motivation takes place when students identify the goals related to motivation with learning, as this implies an interest on their part to develop and improve their abilities (García and Doménech, 1997). Therefore, learning goals are different from performance or performance goals (Elliott and Dweck, 1988).

For digital natives, it is important to have ICTs incorporated into learning methodologies and access to knowledge to feel motivated (Hernández, 2017). The use of different devices, such as a personal computer, a tablet or a mobile