

# Building Motivation: Reflect, Connect, and Plan

Motivation is a key factor in supporting your academic performance. To increase your motivation, use this resource to **reflect**, **connect**, and **plan**. This resource can be used throughout your education as your individual needs, environment, strengths, and thus, motivation will change over time.

First, **reflect** by answering the questions on page one. Second, **connect** by familiarizing yourself with information and resources on page two. Lastly, **plan** by using your question responses to determine where you would like to be in the future and use the information/ resources to define supports that can help you get there.

## REFLECT

### BASIC NEEDS

#### Health

- I get enough sleep (about 8 hours per night)
- I have healthy eating habits
- I exercise at least 3 times per week
- I take time to slow down and relax



True

Somewhat true

Not true

#### Social Emotional

- I have social connections on campus
- I am able to regulate my anxiety/ I know what steps I can take if my anxiety increases
- I feel safe on campus



True

Somewhat true

Not true

### ACADEMIC PRACTICE

#### Environment



- I have reliable space(s) to study
- I know where to find academic support if I need it
- I feel comfortable in class
- I feel comfortable in exam spaces

True

Somewhat true

Not true

#### Input



- I feel able to engage in lectures
- I feel confident that my note taking tools work well for me
- I know my preferred learning style (auditory, visual, etc.)
- I feel able to handle the amount of lecture and text information within my courses

True

Somewhat true

Not true

#### Integration & Task Understanding



- I feel confident in knowing what is expected of me as a student and I know how to meet those expectations
- I know what study techniques work best for me
- I feel confident in *understanding* the process of assignment completion

True

Somewhat true

Not true

#### Output



- I feel comfortable expressing my ideas clearly and concisely
- I am a confident public speaker and enjoy presentations
- I am a confident test-taker
- I feel confident in *executing* the process of assignment completion

True

Somewhat true

Not true

#### Time



- I am able to manage my responsibilities (school, work, social time, self-care, etc.) effectively
- I am not easily distracted
- I am able to manage deadlines
- I have an organization system that keeps me on track

True

Somewhat true

Not true

### MOTIVATION

I am motivated by my grades/ rewards



True

Somewhat true

Not true

I am motivated by meeting my parents expectations/ being the top in the class



True

Somewhat true

Not true

I am motivated by improving myself



True

Somewhat true

Not true

I am motivated by what interests me



True

Somewhat true

Not true

I am motivated by my long term goals



True

Somewhat true

Not true

## BASIC NEEDS

Before you can address your academic needs, it is important to ensure that you are meeting your basic needs. Physical health (i.e., fitness, sleep, and diet) and psychological health (i.e., social connection, belonging, and mental wellness) are foundational needs that are essential to support higher-level needs.

### Health

- [UVic CARSA Student Programs](#)
- [UVic Meal Share Program](#)
- [UVic Student Wellness- Physical Health](#)

### Social Emotional

- [UVic Student Wellness- Mental Wellbeing](#)
- [UVic Student Wellness- Engagement](#)
- [UVic Clubs and Organizations](#)

## ACADEMIC PRACTICE

### Environment

Before learning can start, focus on your physical environment. Having access to reliable, comfortable study space is essential! Additionally, familiarize yourself with available academic resources on campus. If you have a question, you will know who to ask when you need it.

- [UVic Study Spaces](#)
- [UVic Academic Support](#)
- [Study spaces for Indigenous students](#)

### Input

The process of learning starts with the act of receiving, or inputting, information through your senses. This process can be supported by identifying your preferred learning style (i.e., visual, auditory), note taking tools, and technology supports (i.e., text-to-speech, dictation).

- [Note taking techniques](#)
- [Microsoft OneNote](#)
- [Learning styles](#)
- [Note taking support](#)

### Integration & Task Understanding

Once information is input, processing this knowledge and moving it from working memory into long term memory requires actively engaging in the content. Stay organized and actively engage by prioritizing to-dos, outlining assignments, and clarifying objectives.

- [Concept connection tools](#)
- [Study techniques](#)
- [UVic Assignment Calculator](#)

### Output

Post-secondary courses typically gauge student understanding and engagement by evaluating expression, or output. Presentations, papers, and exams are commonly used. To engage in output effectively, explore your strengths and use those to develop areas that you feel need more work.

- [UVic Writing resources](#)
- [Presentation tips](#)
- [Exam preparation](#)

### Time

Many university students have competing responsibilities (class, work, teams, etc.). It is essential to find a time management system that works for you. This can help you prioritize tasks, ensure that you are taking time for yourself, and can support goal-setting practices.

- [Goal setting](#)
- [Time management](#)
- [Time balance](#)

## MOTIVATION

### I am motivated by my grades/ rewards

Using consistent rewards and working towards achievement can promote academic success. Remember that your grades are reflective of your effort and the strategies you used. They are not reflective of your value. Your grades are not you!

- [One "bite" at a time](#)
- [Pomodoro](#)

### I am motivated by meeting my parents expectations/ being the top in the class

Often times, students consider external persons (i.e., parental expectations, peer performance) in their motivation. However, research suggests that students who are internally motivated are more likely to achieve their goals. Pursue what is meaningful to you!

- [UVic- Career Motivators](#)
- [Groups and Workshops](#)

### I am motivated by improving myself

Approaching course work with curiosity, goals that relate to personal development, and a growth mindset fosters a positive relationship with yourself, stronger resiliency, and supports overall academic success. Learning is a continuous process!

- [Growth Mindset](#)
- [Mantras](#)

### I am motivated by what interests me

Research supports the fact that when you are interested in the content, you are more likely to be successful. Though some of your interests may already be clear and developed, you can find new interests through challenge, application, and time.

- [UVic Co-op opportunities](#)
- [Develop your interests](#)

### I am motivated by my long term goals

Understanding your long term goals can promote emotional responses and increase interest and motivation. It can be helpful to think about your goals in both short and long terms contexts. Each step counts!

- [UVic Academic Advising](#)
- [Backwards planning](#)

BASIC NEEDS

Look at your "Basic Needs" responses.  
What "Health" and "Social Emotional" pieces do you feel you have in place already (what did you find to be "true").  
What do you feel you need or need more of (what did you find to be "not true").

I have:

I need:

ACADEMIC PRACTICE

Look at your "Academic Practice" responses.  
What areas do you feel confident in (what did you find to be "true").  
What are you not confident in, or feel needs attention (what did you find to be "not true").

I am confident in:

I am not confident in:

MOTIVATION

Look at your "Motivation" responses.  
What areas do you feel best described your personal motivations (what did you find to be "true").

I am motivated by:

Where I would like to be in the future:

- My short-term goals are:
- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_

- Resources that I can try to support my goals:
- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |