

# What keeps you going?

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10-14  
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South  
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Campus

## Learning Well Programme

DESIGNED FOR ALL IMPERIAL STUDENTS

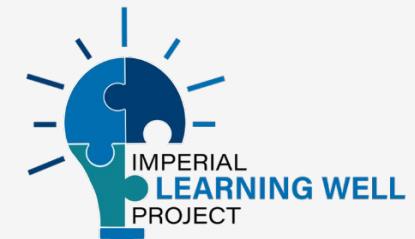


SCAN HERE



### Are you reviewing these slides independently?

If so, text in purple will appear every so often to help guide you on things that were discussed verbally when the seminar was first delivered live.



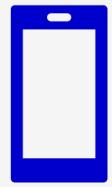
# Pre-Session Check-In

## Imperial students –

To support you to get the most from the Learning Well Programme, please take a moment to complete this short exercise about your current understanding and expectations of this session:

- Your responses will be submitted anonymously.
- There are no right or wrong answers – feel free to share your thoughts.
- This activity should take no more than 2-3 mins.

(Live seminar only – you do not need to do this if reviewing the slides independently)



Microsoft Forms  
Use QR code

Learning Well Programme: Pre-session Check-in Exercise  
(WEDNESDAY)



# What do we want to achieve in this session?



## Session aims:

- What exactly **is** motivation?
- What are the different **types** of motivation?
- How do we **manage** motivation over different **timescales** / at different **stages** of life?
- What role does motivation play in our **wider wellbeing**?



## Session engagement:

- Active participation is encouraged.
- This is not a lecture!
- This is a safe space where we all aim to learn from each other.
- There is never a right or wrong answer – different approaches will work for different people.

# What exactly is motivation?

For now, just think of this question  
and consider noting a couple of ideas.  
Ask friends and family too.

If you like, you can look up some  
ideas before moving on.



# What have some other Imperial students had to say?

Source: Focus groups run by the Centre for Higher Education Research and Scholarship, Imperial College London



“Last term, I emailed my professor because I was lost. She gave me an outline to get back on track and reassured me that others also find the course difficult. It helped me feel motivated and confident to continue.” (Carl, Maths)

“Peer pressure is real. When I see others working hard, it motivates me to stop procrastinating and catch up. That’s why I go to the library.” (Ping, Medicine)

“Happiness motivates me. If getting a good grade will make me happy, I work harder to achieve it.” (Alex, Life Sciences)

Which of these quotes do you relate to the most?

How do these different attitudes make you feel?

“I struggle with motivation when learning feels meaningless, like during exams or deadlines. I put things off until I have no choice. I enjoy most content, but assessments sometimes strip away the passion and relevance, reducing it to equations and theory that don’t feel connected to the bigger picture.” (Otto, Engineering)

“It’s possible for Imperial students to be mentally well, but it requires time, attention, and self-motivation. Even with weekly counselling, students need to dedicate time to themselves and actively work through challenges.” (Elenore, Medicine)

# What are some different types of motivation?

Source: Schweinle, A., & Helming, L. M.. (2011). Success and motivation among college students. *Social Psychology of Education*, 14(4), 529–546. <https://doi.org/10.1007/s11218-011-9157-z>

## Grade / Extrinsic Motivation

“I received good feedback and a high grade.”

The study we cited here was a study of American college students.

Go to the next slide for some guidance on what to do now.

## Mastery / Intrinsic Motivation

“I learned something valuable and enjoyed the process.”

## Social Motivation

“We worked well together and balanced our roles.”

Go to [menti.com](https://menti.com)  
Enter code XXXX-XXXX



## Amotivation / Working for Completion

“I got it done on time.”

## Performance-Based Motivation

“I did better than most of my classmates.”



**This slide was used for a Menti task in the live seminar.**

If you are reviewing these slides independently, you can instead consider to yourself:

Looking at the types of motivation listed on the last slide:

- Which do you **relate to** the most?
- Which do you think are **most effective**?

**These may not necessarily be the same thing.** It's okay to be honest with yourself if you think your own motivation may not necessarily have been the most effective.

Now that you've had a good think:

What if we told you that the study showed **intrinsic motivation** was most effective?

Why do you think that is? What is the advantage intrinsic motivation gives you over the other types?

# How can we effectively set long-term and short-term goals?



## Macro-goals

- Long-term, “big picture” goals, over which you have no immediate control
  - e.g. “I will get a first class in my degree”
- Lot of factors contribute to achievement of a macro-goal
- May feel overwhelming / unachievable, as often macro-goals have many steps over a long timescale
- Achieving one step may feel like very little, can lead to disqualifying the positive

## Micro-goals

- Short-term goals over which you have immediate control
  - e.g. “I will make notes for Lecture 2 in the next three hours”
- Can think of these as SMART goals (Specific, Measurable, Achievable, Relevant, Time-Bound)
- Achieving a micro-goal feels like a full achievement in and of itself, not just a small part of a macro-goal
- Can help every small (but important) step towards your macro-goals feel more rewarding

Source: Schutz, P.A., White, V.E. and Lanehart, S.L. (2000) *Core goals and their relationship to semester subgoals and academic performance*. *Journal of College Student Retention: Research, Theory & Practice*, 2(1), pp.13-28

# How have you dealt with long-term and short-term goals in the past?



## Consider a macro-goal you've set yourself.

- Did you incorporate planning or were you just focusing on getting it done?
- What were the types of motivation you considered when setting any micro-goals?  
(for instance, did you set a goal based on being able to understand a small concept? (intrinsic motivation))

## Some questions to prompt you:

- Think back to your most recent coursework or assignment.  
Did you plan it out by breaking the tasks down, or did you focus on just getting it submitted on time?
- Think about another goal you had / have outside of academics. Maybe a new skill you learned / wanted to learn, or a personal project? Sport, language, hobby etc.  
What steps did you consider to be key to getting it done?

**This was a group discussion in the live seminar.** If you are reviewing this independently, you can use these prompts as reflection, or as a tool to help plan out your next personal or academic project.

# Rewarding yourself – stay motivated & avoid burnout

Why does it matter?



- Take a break: watch a show, meet friends
- Treat yourself: favourite food, coffee
- Self-care: walk, gaming, music, nap



- Plan a trip after exams
- Buy something you've been saving for
- Reflect and share your success



## Balance is Key

- Reward effort, not just results
- Recognize when you need to pause and recharge
- Small steps and consistent rewards matter



**Remember** everyone is different, do what works for you!

# Community board words of encouragement



Take a moment to reflect... / Write something about...:

- What is a quote or mantra you would use to remind yourself for your next challenge?
- Imagine, knowing what you know now, that you're back to the day before you started Year 1. What is something you would tell yourself in hindsight?

You could consider saving a word of encouragement in your phone as a calendar reminder, set for a time you know will be more challenging (like exam season), or at a time when you may be lacking in energy a little.

Then it'll pop up as a little reminder to give you a boost and keep you calm and motivated.

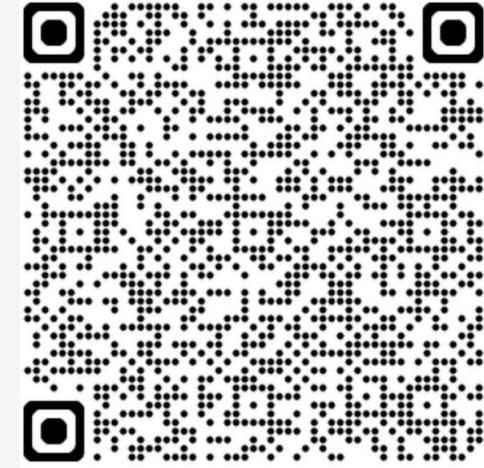


# Your Takeaways



This is more or less a summary of the things to remember. You can access the QR code resources here:

<https://www.imperial.ac.uk/education-research/our-work/efficacy-agency-and-wellbeing/imperial-learning-well-project/pedagogical-materials-development--innovation/>



More resources!

- Motivation depends on how you perceive and define success, built through small actions that align with your long-term vision.
- Success is not a straight path: it's the product of several efforts, setbacks, and moments of growth.
- The right balance between short-term rewards and long-term goals keeps you moving forward sustainably, celebrating the progress you make.

# Post-session Reflection

## Imperial students –

To help you maximize this learning opportunity, this activity is designed to support you to reflect on what you've learnt and to consider what you can personally take away from this session.

- Your responses will be submitted anonymously.
- There are no right or wrong answers.
- This exercise should take no more than 3 mins.
- We hope you find this activity helpful.

(Live seminar only – you do not need to do this if reviewing the slides independently)



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Learning Well Programme: Post-session Reflection Activity (WEDNESDAY)

