Humphreys College
NEWSLETTER SUPPLEMENT

SPRING QUARTER   **JUNE 2011**

OUR INTERVIEW WITH BRUCE BODINE,
CHAIR OF THE COURT REPORTING DEPARTMENT—*RETIRED*
"HUMPHREYS COLLEGE BROUGHT OUT THE BEST IN ME"

"I grew up in Turlock. My dad worked for the U.S. Postal Service in Pacific Grove and my mom at the U.S. Navy School in Monterey. Among other courses, she taught Theory (Beginning Court Reporting) to federal employees. They both transferred to Castle Air Force Base in Atwater. We moved to Turlock in 1953; my grandparents had lived in Turlock since the early 1900s and my dad was born there. I graduated at Turlock High School in 1966, from Modesto Junior College two years later, and from San Jose State forty years ago. My major at both colleges was Law Enforcement and Penology (Corrections). For eight years, I worked as a deputy probation officer for Stanislaus County."

As far as I know, you were the first in the family to graduate from college.

"Apropos the graduation… My family was at my ceremony at San Jose State. Our commencement speaker was Ralph Nader, the consumer advocate. He talked and talked and talked. After 45 minutes, he hesitated long enough for applause, and he got plenty. We thought he was done, but he went on speaking for another 45 minutes. We missed our dinner reservations…. About 6,000 graduates had to endure the speech…. My wife and I were married on July 1, 1972. What a way to begin a new fiscal year! We had known each other for about six years. Our mothers were friends and bowled together in leagues. We were unable to have children, which was difficult for quite some time. So we spoiled our nieces and nephews when we could."

How did you find Humphreys College? Or was it the College that found you?

"I next worked for a company in Turlock on computer machinery – quite a change from my previous employment. During this time, I learned that Humphreys College had a program for court reporting. I remember being in court as a deputy probation officer and watching the court reporters. I decided to learn more about it. My mom got the information for me when I was at work. The court reporting program was the only one in the area, so I decided to take one night class, beginning in January of 1990. During my studies, I maintained almost a 4.0 grade point average. I remember when I received two grades that were not 4.0; I was really upset about it. I calmed down when I understood that it was me who was the problem, certainly not the instructors. As a Humphreys student, I came to realize that the classes were the most enjoyable ones I had ever taken. They were quite difficult, but I was more mature and grades were more important to me."

How did you become a Humphreys instructor?

"During my last quarter as a student, the department chair asked me if I wanted to do some reading in a multi-voice class. That was my introduction to sitting in front of the class instead of the back of the room. I left the College for a little over a year. During that time, I was still employed by the company in Turlock, but I was also studying at home the SUM program, a medical transcription course headquartered in Modesto. Upon its completion, I worked for a short time for a cardiologist in Turlock. I used my steno machine connected to a computer to complete the medical reports required by the doctor. That definitely was an eye-opening experience, difficult and time-consuming. About that same time, Maria Stahl, department chair of court reporting, offered me a part-time teaching position. I began teaching during the spring quarter of 1994."

After three years, you became responsible for the entire court reporting program yourself.

"I started to serve as a department chair at the beginning of the summer quarter of 1997. Maria Stahl had retired the previous year and her replacement left after a year. My main concern was ensuring that the department met or exceeded all state requirements for the program, while providing the best possible service for our students, including scheduling classes, organizing instructors, readers, and lab aides."

During your Humphreys career, you witnessed an unprecedented progress of court reporting technology. I assume that the computerization has greatly enhanced the court reporting profession.

"When I began as a student at Humphreys College, more than 20 years ago, there were no computers in the transcription lab. All test transcribing was performed on typewriters. Moreover, the CSR Exam was completed on typewriters. The changes in realtime translation and transcription have been enormous. The Court Reporters Board of California adjusted its rules and procedures in the administration of the exam. Qualifying candidates now use realtime translation and computers to complete the transcription portion of the exam. The steno machine has been in existence for over 100 years. Realtime translation was being developed in the 1970s and 1980s. Advancements in computer technology were needed before a workable system for the individual reporter was produced. The court reporter now can perform a variety of functions other than completing a transcript. The steno machine is used in television captioning, during public events, and in classes for students with hearing loss. It is a profession that is stronger and more needed than ever before. As the population increases, so does the necessity of all types of court cases. And computer-aided transcription (CAT) has made it possible for the reporter to move into other areas of professional responsibility."

What makes a good court reporting *student*?

"Court reporting students must be willing to devote numerous hours to practice on the steno machine and the study of academics that are required by the Court Reporters Board, and not be afraid to use a dictionary. Good organization is also an asset."

What makes a good court reporting *instructor*?

"The court reporting instructor needs to be informed about recent changes in requirements and technology in the profession. This is accomplished by maintaining membership in professional organizations, attending events sponsored by the organizations, and staying in touch with working reporters. The department provides all these opportunities. Each student needs timely individual feedback, either in writing on corrected papers or in person."

During your active years at Humphreys, you were known for arriving first at work in the morning, despite a long commute.

"For about 19 years, I drove from Turlock to Stockton every day. There have been huge increases in traffic since I began commuting, and the speed limit was raised. During my last year, I was driving from Modesto. Our move to Modesto didn't shave off that many miles since I now live in the eastern part of Modesto. The main traffic condition that I dreaded every year was driving in fog. I guess I lucked out since I only had one incident that nearly resulted in an accident. It involved a motor home towing a trailer with no taillights. One important consideration for my retirement was to quit the long commute. I'm definitely saving a lot of money by not buying gas so often."

How do you cope with your new lifestyle – from a busy professional to a retiree?

"I am now getting back into my game of golf. I began playing it before I was a teenager. I took lessons from the pro at the Turlock Country Club. But that was a long time ago. I bought some new clubs and have begun the game again, definitely moving more slowly though. I enjoy walking the course; I do not use a motorized cart. It keeps the aging joints working better! My wife never played the game before but is now taking lessons. Her time is more limited since she is still working full time. I am able to visit with my brother and his wife more often. Since they live up by Don Pedro Reservoir, it's a little bit of a drive, but at least it's not on the freeway."

A final word?

"Deciding to retire was one of the most difficult decisions and events for me, right up there with getting my driver's license, turning 21, and changing career paths. Proposing to my wife was easier, because I knew it was right. But retiring after working for about 47 years wasn't easy. I sometimes still have doubts, but I most certainly do not

miss the commute. Those doubts usually disappear very quickly once I'm at the golf range or on the course. I do miss everyone with whom I worked, and I miss the students. They always kept my classes interesting and challenging.

~Interview by Stanislav Perkner

"I thank all of you – students, instructors, administrators, support staff – for the opportunity to work at a college that I feel brought out the best in me and provided me with plenty of confidence in my ability to be a good instructor and department chair. So long for now, and I'll be seeing you all soon, if I can drag myself away from the golf course!"

~Bruce Bodine

MOTIVATION IN ADULT EDUCATION
By Kerry Moquett, Liberal Arts Adjunct Instructor

Motivating adult learners, including college students and those adults engaging in lifelong learning pursuits, continues to be a topic of interest to educational researchers and educators alike (Ahl, 2006; Mortimore & Wall, 2009; Wighting, Liu, & Rovai, 2008). The question of what motivates students is frequently asked by educators (Ahl, 2006). For students to succeed in college and beyond into the workplace, it is imperative they engage in the learning process and in the educational experience itself, regardless of whether the instructional format is virtual or face-to-face. This brief article offers various viewpoints and considerations for student motivation, as suggested in literature.

The research on motivation reveals that the Latin root or *moving cause* is a suitable starting point for determining just what motivation means (Ahl, 2006). The question that arose from this source has been *What creates human action*? (Franken, 1994). The various interpretations and suggestions offered conceptualize motivation as needs-based and behavior related to goal achievement. It concerns a relationship between thought and action and has an individual focus (Ahl, 2006; Yu, 2005). It has also been defined as a "process through which goal-directed activity is instigated or sustained" (Mortimore & Wall, 2009, p. 31). Motivation has been looked at scientifically, from Maslow (1987) and the hierarchy of needs theory that suggests an individual cannot seek the next level of satisfaction or accomplishment until the needs of prior levels are met, to sociologically whereby individuals are motivated only after they feel that they belong to a community (Wighting et al., 2008). (It is noted that a sense of belonging is also suggested as part of Maslow's hierarchy.)

The factors related to motivation are both internal/intrinsic or external/extrinsic (Henderson-King & Smith, 2006; Miltiadou & Savenye, 2003; Mortimore & Wall, 2009; Wighting et al., 2008). Internal motivations concern such factors as personal values and personal reasons for participating in the educational event. Individuals have various reasons for wanting to undertake a task such as engaging in a learning event. Factors include interest and curiosity, as well as the desire to seek out and conquer challenges. Extrinsic factors for motivating individuals include a response to outside stimulus such as a job opportunity, a job promotion, and/or some financial reward (Wighting et al., 2008). Extrinsic factors also include the influence of outside social forces on individuals to commit a learning event or task (Ahl, 2006). The factors that seem to dominate much of the literature are needs based with focus on internal factors that drive motivation versus external (Ahl, 2006, Knowles, 1980; Wlodkowski, 1999). Most theories seem to support the notion that hu-

mans have an innate need to learn and are internally motivated to do so. Even Maslow's foundational theory discussed self-actualization, the innate need to be self- realized and fulfilled (Ahl, 2006).

The reward system (i.e., grades) so often used in educational environment has both intrinsic and extrinsic interpretations. According to Deci (1975), the reward system can be used as means to control (interpreted as motivate to some educators) or as a means to provide information to the student. If the controlling aspect of a grade is the focus, intrinsic motivation is likely to decrease in the student since the student perceives external manipulation occurring. If, however, the student perceives the grade to be informational as to his or her progress and achievement, intrinsic motivation increases. With rewards or grades, if a poor grade or lack of reward is seen as representing lack of ability, intrinsic motivation declines, and possibly, motivation to succeed in the course (Ahl, 2006).

Motivational Theories

Given these basic concepts regarding motivation, I want to turn to discussing some motivational theories. Many theories have been presented pertaining to why and how adult learners engage in higher and continuing formal education and the events offered in educational environments. I present several seemingly significant theories based on the commentary and attention given to such theories.

To begin, I focus on one of the more predominant external motivation theories, that of social community. A sense of community and a need for sharing of experiences appear to be motivation factors for engaging students in both traditional and online (virtual or Web-based) classes (Hazari & Schno, 2005; Wighting et al., 2008; Mortimore & Wall, 2009; Schunk, Pintrich, & Meece, 2008). A sense of community in an educational setting can build trust, cohesion, interdependence, and feeling of belonging. As a result of these factors, students want to remain as part of the community and are motivated to fulfill the requirements to stay in the community (Rovai, Wighting, & Lucking, 2004). They wish to share in the group norms and processes that keep the community viable and thriving (McMillan, 1996).

Extrinsic factors related to job, career, or financial gain must be recognized as genuine motivational elements (Amabile, Hill, Hennessey, & Tighe, 1994). This external motivation factor, however, does not preclude any intrinsic need present. Those students who are motivated extrinsically still have a personal need to be accepted by others. They see the educational institution and environment as a means to connect socially and want and expect the social recognition when they succeed in their educational endeavors (Henderson-King & Smith, 2006). The external motivations to engage in an educational event and learning can very well give way to the rise and the dominance of internal or intrinsic motivational factors (Henderson-King & Smith, 2006).

Internal or intrinsic motivation factors are much broader and more numerous than extrinsic factors, as evidenced in the literature. Intrinsic motivation appears to be greatly heightened when individuals feel competent and in control, through self-determination, of their environment. Individuals perform activities for inherent satisfaction and personal reward versus external considerations (Deci & Ryan, 1985; Ryan & Deci, 2000). An individual's internal perceptions about his or her self-efficacy play an important role in motivating students. Students will select behaviors that they believe will yield the best combination of success and personal value (Wighting et al., 2008). Learning goals can be set to promote desired outcomes. The variable is, of course, whether the students are motivated by intrinsic or extrinsic factors or both.

If a student perceives himself or herself as capable with the ability to negotiate an educational event successfully (many educators hold this assumption), then educators may enhance the motivation for the student by setting specific outcomes for an activity, as long as the outcomes are highly valued and the activity is perceived as feasible. The matter remains as to the means used to attach high value to outcomes and activities (Wighting et al., 2008).

Studies (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000) found a relationship between intrinsic motivation and self-directedness or autonomy. In educational environments where interaction and diverse activities were employed and independent thinking and action were encouraged, students showed a better understanding of the material and exhibited a greater willingness to grasp the material. These observations could suggest that more rigidly controlled learning environments would produce the opposite effect and decrease motivation, resulting in poorer academic performance. Internal beliefs about one's competence in the educational environment can positively influence and impact a student's achievement and motivation to succeed in that environment. Externally influenced

goals seem to have a less positive or even a negative impact on student motivation (Griffin, 2006). Both the internal drive based on one's self-perception and the desire to achieve individual goals were noted as key motivating factors in Griffin's study (2006).

Related to the self-autonomy and independent thinking factor is the theory that students are more motivated if the instructor provides a broad variety of classroom activities to encourage task- and goal-orientation (Yu, 2005). Using multiple sensory modes proved to be beneficial in improving learning results. Students who are given the opportunity to tackle problem-solving activities in self-directed mode exhibited greater interest in engaging the in the learning event and solving the problem. Interactions with the instructor are informal, and the students have the opportunity to learn under their own terms, enhancing intrinsic motivation (Yu, 2005).

Another strong motivational factor noted is the influence of faculty members on students. Cokley (2003) reported that faculty encouragement of students was a key factor regarding motivation and for enhancing the students' positive self-concept. Students reported in studies (Cokley, 2003; Griffin, 2006; Mortimore & Wall, 2009) that interaction with the faculty was one significant factor in keeping them at the educational institution and encouraging them to complete their studies. The feedback and encouragement that the students received from the faculty were noted as significant factors for enhancing students' academic self-concept and self-confidence. Coupled with the provision of support, allowing the students to provide feedback on course material and learning strategies had been suggested as an added dimension to enhance motivation, especially in a virtual or online learning environment (Hazari & Schno, 2005). The dialogue established between student and teacher has been reported as a potentially significant factor to increase student engagement in course material.

Related to the faculty-student connection is the connection and relationship the students have towards librarians and research staff. With the help and support of librarians and faculty, students are encouraged to persevere through academic challenges, uncertainties and doubt, and navigate through the challenges of information research in their academic pursuits (Mortimore & Wall, 2006). Faculty members need to stress the importance of inquiry-based learning, develop assignments that are meaningful to learning outcomes, and promote students' activities for research. Librarians, in turn, can guide the students in their informational searches and support instructional literacy (Mortimore & Wall, 2006). It is suggested that providing students access to multiple types of support and encouragement at and through the educational institution can contribute to increased motivation.

The last theory to discuss is the concept of avoidance. According to this theory, students are motivated when negative factors or barriers to learning are removed. Ahl (2006) noted that once barriers are removed, learning and motivation to learn are increased. These barriers include course scheduling problems, lack of community support (community within the institution), lack of concrete, expected results, not understanding the benefit of engaging in learning, lack of commitment from faculty, lack of financing, lack of childcare services, and lack of family support. Of course, the removal of some barriers are beyond the control of the institution due to their complexity and origins. However, studies have shown that when resources were provided and when some barriers have been removed, students can flourish in an academic environment (Henderson-King & Smith, 2006; Mortimore & Wall, 2009; Wighting et al, 2008).

Conclusion

At Humphreys College, evidences exist regarding efforts to motivate our students in ways the literature suggests. The College has defined itself as a community whereby students have the opportunity to make close connections with fellow students, faculty members, and administration staff. The community element has been one of the defining features and qualities of the College, and our students consistently comment on how much they like the atmosphere of the College and the human connections they have made. In addition, the faculty members have been recognized as being committed to students' success in the areas of counseling and advising, giving personal attention to individual students who ask for or are in need of help, and being accessible and available to work one-on-one with students to assist them in understanding course material. Our faculty members continue to look for methods of enhancing and improving the learning event and the experience, whether that event is Web-based or in a classroom. The library staff continues to enhance and augment resources for students regarding increasing their information literary, as well as encourage faculty

members to offer incentives to students to utilize the library services. I believe it can be concluded that Humphreys College has kept and continues to keep in the forefront of its education efforts the need to motivate our students and ways to do that.

In summary of the general topic of motivation and theories discussed, it is evident that adult learners and college students are motivated by differing and various factors. There are no simple formulas or guidelines to employ in fostering or increasing student engagement in learning and instilling or enhancing the motivation to learn and engage in learning event activities. The literature suggests that students with intrinsic motivation will fare better in their educational journey than extrinsically motivated students, but no proof is evident that this is necessarily the case. Motivation appears to remain a personal matter that varies from student to student. This recognition creates additional challenges for educators in determining the optimum methods to motivate students. It has been noted that students seek their own levels of defined success that may not coincide with the faculty's definition. What a student takes away from a course is relevant to that student. Nevertheless, it remains the responsibility of educators to make every effort to support the students in their journeys. That support can take on many aspects and dimensions. Providing the student opportunities to succeed through various avenues of support, assisting each student to discover his or her own level of engagement in the learning process through various and varied activities, and respecting the individual nature of each learner may be the best we can do as educators in a broad sense for motivation. The key is to never give up trying.

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