Mitigating Student Learning Burnout

Kelly B. Renner  
Franklin University, kelly.renner@franklin.edu

Follow this and additional works at: https://fuse.franklin.edu/ss2018

Part of the Scholarship of Teaching and Learning Commons

Recommended Citation
https://fuse.franklin.edu/ss2018/73

This Book is brought to you for free and open access by FUSE (Franklin University Scholarly Exchange). It has been accepted for inclusion in Scholars Showcase 2018: Innovations in Leadership and Learning by an authorized administrator of FUSE (Franklin University Scholarly Exchange). For more information, please contact karen.caputo@franklin.edu.
Mitigating Student Learning Burnout

Kelly B. Renner, Ph.D., LPC
Franklin University
Program Chair, Applied Psychology & Social Sciences

Overview

- Individuals in a wide range of occupations, including students, athletes, and the general population, have reported experiencing burnout (Dubuc-Charbonneau & Durand-Bush, 2015; Halbesleben, Osburn, & Mumford, 2006; Maslach, 2003; Salmela-Aro, Näätänen, & Nurmi, 2004).
- Self-Determination Theory (SDT) is often viewed as the foundation for a plausible explanation of burnout (Cresswell & Eklund, 2005; Lonsdale, Hodge, & Rose, 2009).
- SDT identifies the satisfaction of basic psychological needs results in optimal human functioning, social development, and personal well-being (Ryan & Deci, 2000).
- The needs for autonomy, competence, and relatedness are regarded as not only essential, but also universal among humans (Ryan & Deci, 2000).

Data

- Exhaustion and social support have a statistically significant effect on business students’ commitment to remain in school (Law & Patil, 2015).
- Feelings of loneliness and learning burnout negatively influence students overall academic experience and their perceptions of stress (Stoliker & Lafreniere, 2015).

Terms

Burnout is a syndrome that includes:
- Chronic feelings of emotional and/or physical exhaustion
- Devaluation
- A reduced sense of accomplishment (Maslach & Jackson, 1981)

Hypothesis

Applying the key components of SDT to course design and teaching style will decrease student burnout.

Methods

Applying the components of SDT and the burnout syndrome, as well as drawing from consulting and personal experiences, ways in which instructors can potentially deter student-learning burnout are identified.

Self-Determination Theory (SDT) (Ryan & Deci, 2000)

- Autonomy
- Competence
- Relatedness
- Fosters
- Volition
- Motivation
- Engagement
- Experience of
- Result in
- Enhanced performance
- Persistence
- Creativity

Recommendations

- Autonomy-Give students options within assignments, fostering creativity and a sense of control in their classroom experience.
- Competence-Remind students of how the course content builds on their knowledge and skills from previous courses. Additionally, infuse positive language into student communications and feedback.
- Relatedness-Develop an online learning environment in which students feel supported by their classmates and the instructor.

References


Discussion

- It is possible that implementing the proposed recommendations could limit student learning burnout, or at minimum, create a more positive learning environment.
- Consciously fostering student autonomy should be taken into consideration during the course design process.
- The course instructor should continuously work to foster student competence and relatedness throughout the course.
- More data is needed to determine if student success has a positive relationship with implementing these specific techniques grounded in SDT.