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The effectiveness of volition support (VoS) in promoting students' effort regulation and performance in an online mathematics course.

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Summary: The purposes of this study were to investigate (a) the effects of volition support (VoS) on students' motivation, effort regulation, and performance as well as (b) the perceptions of students about VoS in an online mathematics course offered at a community college. VoS was developed based on the theories of and research on volition. VoS consists of the four stages: (1) goal initiation ("Want it"), (2) goal formation ("Plan for it"), (3) action control ("Do it"), and (4) emotion control ("Finish it"). A virtual change agent was designed into VoS to provide the support to students. Results indicated that the experimental group provided with VoS showed higher effort regulation and performance than a comparison group without VoS although there was no difference in motivation. Findings and implications for design of and research on VoS interventions are discussed.

Classification: U50 C30 C40

Keywords: community college; online learning; virtual change agent; volition

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