



Correction: Associations of Intrinsic Motivation and External Pressures with Engaged Learning Pedagogies by Faculty Teaching Capstone Experiences: A Mixed Methods Approach

Olivia S. Anderson¹ · Caroline Boswell² · Morgan Gresham³ · Dawn Smith-Sherwood⁴ · Matthew J. Laye⁵

Published online: 3 May 2024

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Correction to: Innovative Higher Education <https://doi.org/10.1007/s10755-023-09690-5>

This article was originally published with missing data in Table 5. The last two rows namely, “Legislators/Boards/Trustees/Alumni” and “Average Across All*” under the first column, and the last four rows under “Q1, Q2, Q3 and Q4” columns were missing. The correct and complete data of Table 5 is presented below. The original article has been corrected.

The online version of the original article can be found at <https://doi.org/10.1007/s10755-023-09690-5>.

✉ Matthew J. Laye
mlaye@icom.edu

¹ School of Public Health, University of Michigan, 1415 Washington Hts, Ann Arbor, MI 48109, USA

² Delphi Center for Teaching and Learning, University of Louisville, 2301 S. Third Street, Louisville, KY 40292, USA

³ University of South Florida, St. Petersburg, FL 33701, USA

⁴ Indiana University of Pennsylvania, 1011 South Drive, Indiana, PA 15705, USA

⁵ Idaho College of Osteopathic Medicine, 1401 E Central Dr, Meridian, ID 83642, USA

Table 5 Average Perceived External Pressure on Aspects of CE Teaching by Quartile

Pressures on Assignments Used. Average Likert score (1=a great deal, 5=None at all). Mean (SD)	Q1	Q2	Q3	Q4
Incoming student expectations and/or preparedness affect your pedagogy choices*	2.8 (1.0)	2.3 (1.1)	2.4 (1.2)	2.1 (1.0)
Colleagues and/or program expectations.	2.2 (1.12)	1.9 (0.8)	1.9 (1.1)	1.8 (0.9)
Administrator/Assessment/Accreditation expectations	3.1 (1.4)	2.7 (1.3)	3.1 (1.4)	2.8 (1.3)
Instructional resources (e.g. pedagogical research) and/or disciplinary organizations (e.g. trends in the discipline)*	3.0 (1.4)	2.3 (1.0)	2.6 (1.3)	2.1 (1.1)
Employer (e.g. potential student employers) expectations	3.4 (1.3)	2.9 (1.3)	2.9 (1.3)	2.8 (1.2)
Legislators/Boards/Trustees/Alumni	4.3 (1.1)	4.1 (1.1)	4.3 (1.1)	4.3 (1.0)
Average Across All*	3.2 (0.8)	2.7 (0.8)	2.8 (0.8)	2.6 (0.6)

Mean Likert score between different quartiles of motivation and perceived recognition and rewards by colleagues and administrators. **Bold** indicates main effect ($p < 0.05$), * $p < 0.05$ Q1 v Q4

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