

What are your Motivational Challenges?

- Individ vs. class
- Honors vs. academic
- (HOTS vs. concrete steps)



What Motivates You?

- Food!



Motivation

Motivation Research



Five bodies of research and theory to consider

- 1) *Drive Theory*
- 2) *Attribution Theory*
- 3) *Self-worth theory*
- 4) *Role of emotions*
- 5) *Self-System*



Motivation

Drive Theory



Drive theory:

“For some students, challenging tasks present no obstacle because of their strong drive for success; for others, even simple tasks are quite threatening because of their strong drive to avoid failure.”

One of the most disheartening aspect of... 'drive theory' is that motivation becomes a rather fixed entity once drives are habituated.



Motivation : Attribution Attribution



Attribution theory:

“In general there are four causes individual attribute to their success: ability, effort, luck, and task difficulty. Of these, the effort attribution is the most useful...”

...from an attribution perspective, motivation is not a fixed drive...one can change his motivation by understanding his attributions.”



Motivation Self Worth



Self-worth theory:

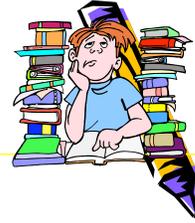
“...based on the premise that the search for self-acceptance is one of the highest human priorities.”

“Self-acceptance usually manifests as acceptance in one’s immediate or peer culture. This dynamic makes the classroom a very threatening place to some students.”



Motivation

Emotion



Role of emotions:

“...emotions are primary motivators...people always find causes for their emotions. However, when rational and plausible reasons are not available, people make reasons and believe them.”



Motivation

Self System



“...contains a network of interrelated goals that help us to decide whether to engage in a new task.”

These goals can be seen as arranged in a hierarchy. In Maslow’s work, the top of the hierarachy is self-actualizaton.



Motivation

Self Actualization



Four factors critical to self-actualizing experiences (Csikszentmihalyi, 1990):

- 1) *Freedom to set clear goals that are highly meaningful to the individual;*
- 2) *Having the resources to carry out the goals and becoming immersed in the act of trying to accomplish them;*



Motivation

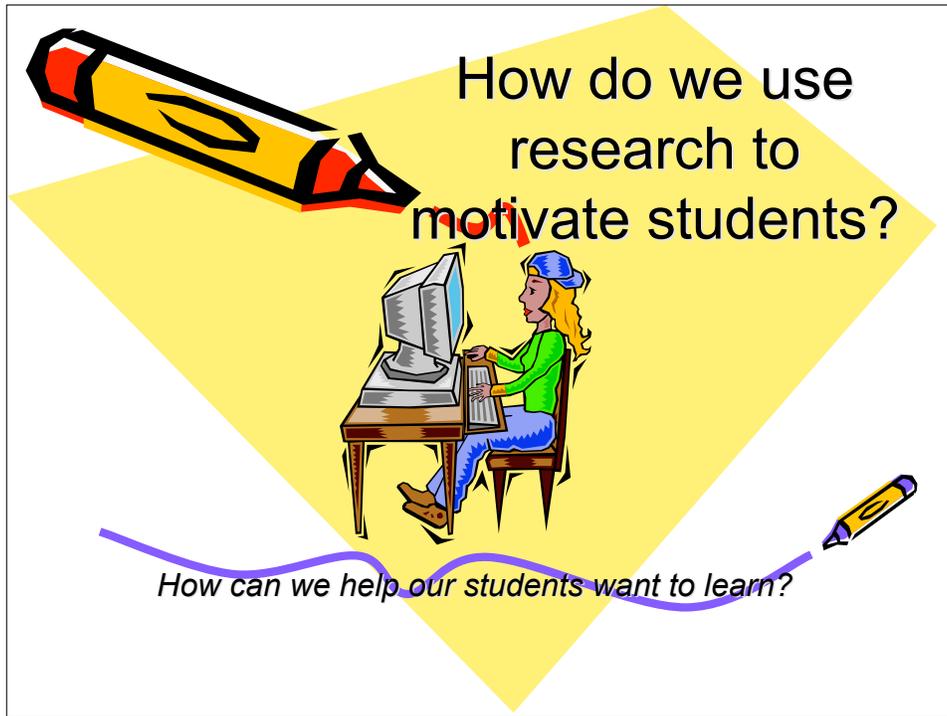
Self Actualization



Four factors critical to self-actualizing experiences:

- 3) *Paying attention to what is happening and making changes when necessary; and,*
- 4) *Enjoying immediate short-term successes while keeping an eye on the ultimate goal.*



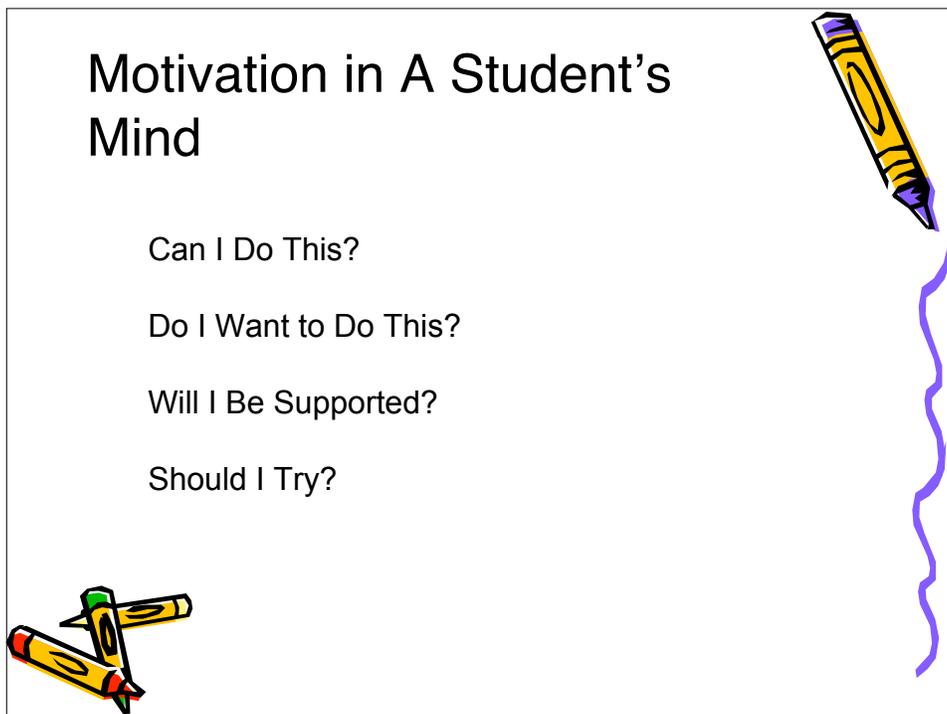


How do we use research to motivate students?

How can we help our students want to learn?

Motivation in A Student's Mind

- Can I Do This?
- Do I Want to Do This?
- Will I Be Supported?
- Should I Try?



Factors Affecting Students' Motivation

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn:

- interest in the subject matter,
- perception of its usefulness,
- general desire to achieve,
- self-confidence and self-esteem
- patience and persistence.
- approval of others,
- overcoming challenges.



What Can Instructors Do to Intrinsically Motivate Students?

Explain or show why learning a particular content or skill is important

Create/maintain curiosity

Provide a variety of activities and sensory stimulations

Provide games and simulations

Set goals for learning

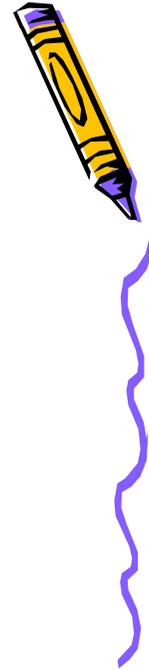
Relate learning to student needs

Help student develop plan of action



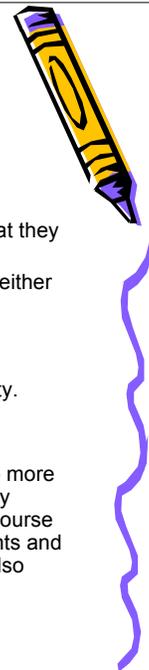
How can Instructors Impact Students' Extrinsic Motivation?

Provide clear expectations
Give corrective feedback
Provide and make available rewards
that they perceive as valuable



Motivation Research

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
 - Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
 - •Help students find personal meaning and value in the material.
 - Create an atmosphere that is open and positive.
 - Help students feel that they are valued members of a learning community.
-
- Research has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Ericksen, 1978). Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities you undertake to promote learning will also enhance students' motivation.



Motivation in Lesson Design

- Helping Students Develop Expectations For Success
- Supporting Students' Autonomy
- Connecting Lessons to Real World Situations
- Providing Opportunities for Peer Response and Revision
- Providing Support For Risk Taking
- Providing a Learning Environment Where Students' Ideas Count



Keller's ARCS Motivation Model

- A- Attention (gain and maintain it)
- R- Relevance (make a connection to students' past, present and future lives)
- C- Confidence (learners must be confident they can succeed at the task/course)
- S- Satisfaction(learners must see value and be satisfied they can transfer knowledge to new situations)



Get Their Attention!



How Do I Grab My Students' Attention?

- Do something unusual to the eye. Dress in costume of a famous mathematician or scientist, for example.
- Bring in a brightly colored object that will be the focus of the lesson.
- Have a surprise waiting in the classroom



How Do I Grab My Students' Attention?

- Act out an activity. Movement grabs students' attention!
- Connect to students' interests or other meaning in their lives with an attention-getting story or experience.
- Any unusual connection to your content gets kids' minds turning!
- Thought provoking questions
- Introduce with incongruity or conflict
- Provide concrete real world examples



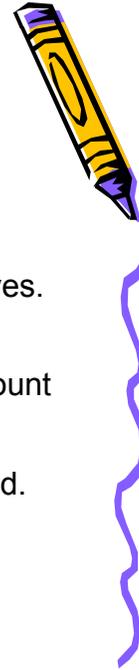
How Do I Grab My Students' Attention?

- Appeal to the senses
- Use variety, novelty & inquiry (format, medium, style, interactivity, choice)
- Involved and participating
- Have them move/DO something



Attention-->Interest-- >Memory

- If attended to in some fashion, the information enters the **working memory**.
 - Only attended to if it is novel, intense, or moves. You must grab your students' attention, as previously mentioned.
 - Remains in working memory for a varied amount of time (from minutes to weeks).
 - Must be elaborated (related to the learner, or externally tied) on by the brain, or is discarded.



Activities to Capture the Attention of Working Memory

- Puzzles and problems and games
- Possibility of being “put on the spot”
- Opportunities to talk about ourselves
- Inconsequential competition
- Friendly controversy
- Physical movement



CONFIDENCE

- Clear objectives, strategies, assessments
- Realistic expectations, requirements
- Gradually increase difficulty & independence
- Learner control
- Link to PERSONAL goals
- Recognition/Feedback



Reinforcing effort and providing recognition

- ❖ Some students don't have internal motivation for expending effort and need to learn.
- ❖ Contrary to popular belief, external rewards, if carefully chosen, do not necessarily have a negative impact on internal motivation.



Recognition

- ❖ Rewards are most impactful when they are dependent upon reaching a give level or standard.
- ❖ For many students, symbolic recognition means more than a tangible reward. As students grow and mature, motivation becomes more and more intrinsic.



SATISFACTION

- Achievement satisfaction
- RealWorld/Authentic
- Rewards
- ASSESSMENT



Assessment and Motivation

Use assessment to help the student believe that the target is within reach



The Path to Greater Student Motivation and Achievement

- *Student Involved Classroom Assessment*
- *Student Involved Record Keeping*
- *Student Involved Communication*



Essential Question

What assessments might I do that will encourage, build confidence and offer success ?



Motivation

How do I?



1 >>>>>2>>>>>>>3>>>>>>>4

Not at all *To a great extent*

- 1) Students are provided with feedback on their knowledge gain.
- 2) Students are involved in simulation games and activities that are inherently engaging.



Motivation



How Do I?

1 >>>>>2>>>>>>>3>>>>>>>4

Not at all *To a great extent*

- 3) Students are provided with opportunities to construct and work on long-term projects of their own design.
- 4) Students are provided with training regarding the dynamics of motivation and how those dynamics affect them.



IDEAS?



Motivation Video!

- COURSE: THE LEARNING CLASSROOM
Session 12 Expectations For Success:
Motivation and Learning
- <http://www.learner.org/resources/series172.html>
- Direct Streaming Video Link:
- http://www.learner.org/vod/asx/ct/learning_classroom_12.asx or
mms://media.scct.net/anneberg/learning_classroom_12.wmv



References

- Darling-Hammond:
http://www.learner.org/channel/courses/learningclassroom/support_pages/expectations12.html
- Keller: http://www.e-learningguru.com/articles/art3_5.htm
- Marzano:
<http://www.marzanoandassociates.com/resources.htm>

