

## What are your Motivational Challenges?

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



## What Motivates You?

- Food!



## Motivation

### Motivation Research



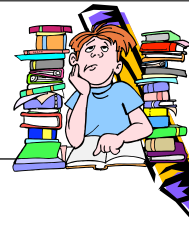
*Five bodies of research and theory to consider*

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



## Motivation

### Drive Theory



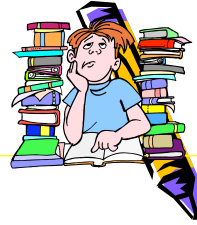
*Drive theory:*

*“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:*

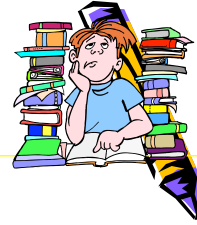
*“...based on the premise that the search for self-acceptance is one of the highest human priorities.”*

*“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 hierarchy is self-actualization.*



## Motivation

# Self Actualization



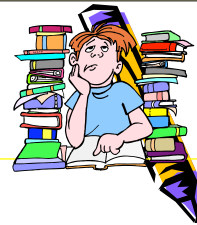
*Four factors critical to self-actualizing experiences (Csikszentmihalyi, 1990):*

- 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

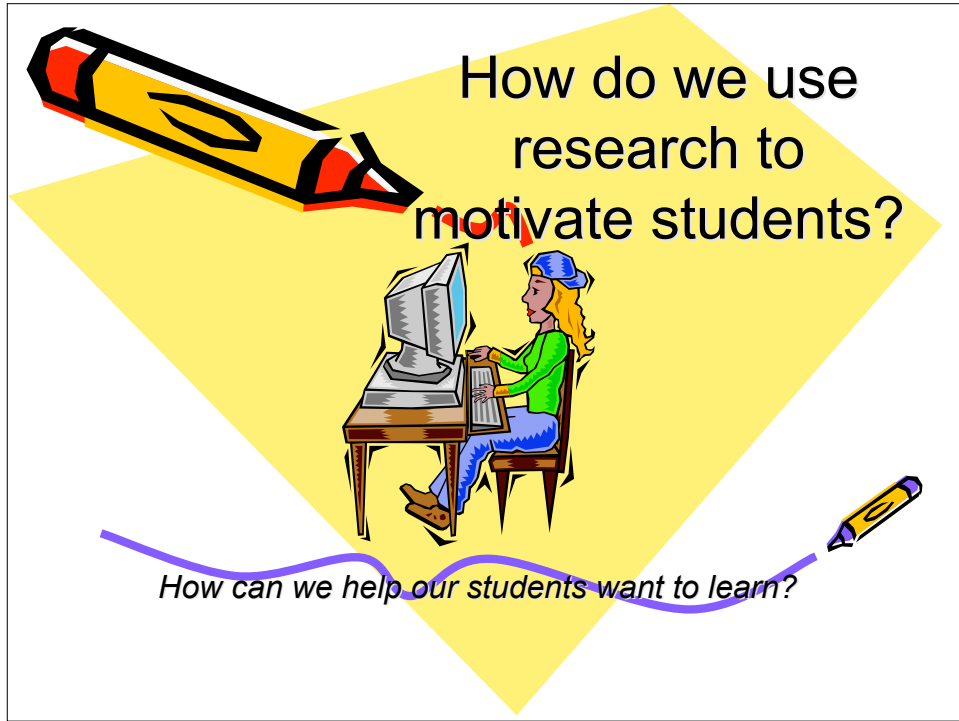
# Self Actualization



*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.*



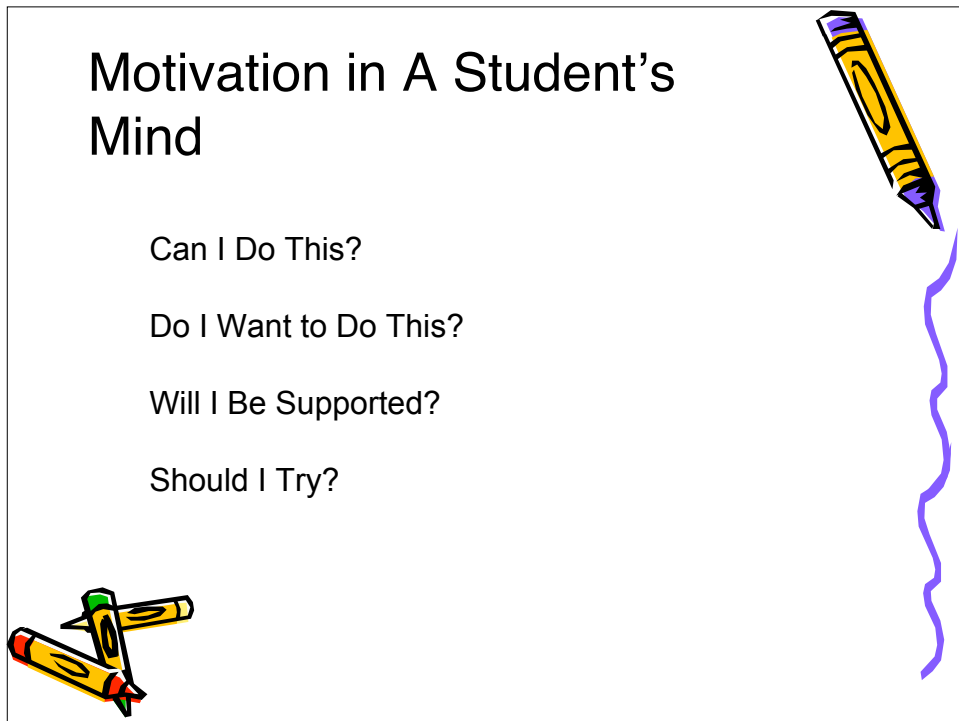


How do we use research to motivate students?

*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



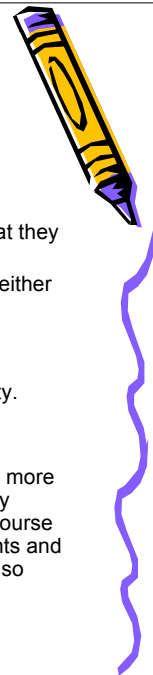
## How can Instructors Impact Students' Extrinsic Motivation?

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



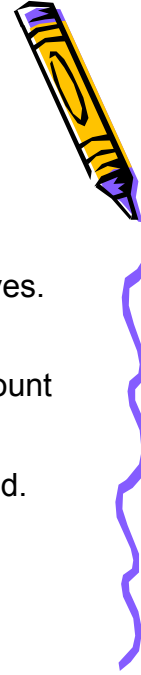
## How Do I Grab My Students' Attention?

- 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.

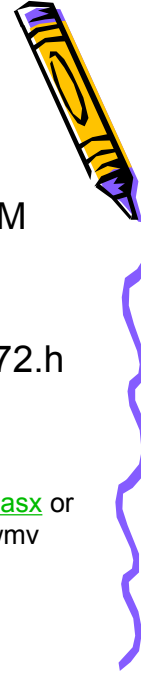


IDEAS?



## 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](http://www.learner.org/vod/asx/ct/learning_classroom_12.asx) or  
[mms://media.scct.net/anneberg/learning\\_classroom\\_12.wmv](mms://media.scct.net/anneberg/learning_classroom_12.wmv)



## References

- Darling-Hammond:  
[http://www.learner.org/channel/courses/learningclassroom/support\\_pages/expectations12.html](http://www.learner.org/channel/courses/learningclassroom/support_pages/expectations12.html)
- Keller: [http://www.e-learningguru.com/articles/art3\\_5.htm](http://www.e-learningguru.com/articles/art3_5.htm)
- Marzano:  
<http://www.marzanoandassociates.com/resources.htm>

