

## Motivation

### Goals of Module

*Affective Factors that Influence Motivation*

*Cognitive Factors that Influence Motivation*

Throughout this module you will examine motivation and its impact on learning:

1. Define Motivation and the 5 approaches to motivation.
2. Define intrinsic and extrinsic motivation.
3. Explain the different types of needs, goals, and beliefs and how they influence motivation.
4. Discuss interests, curiosity, emotions, and anxiety can affect motivation convenience.
5. Define motivation to learn.
6. Identify how a teacher can encourage motivation to learn.
7. Define self-worth and self-efficacy and their importance in motivation.
8. Define Social Cognitive Theory and its relevance to motivation.

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Motivation Resources and Activities

**1. Power Point Presentations**  
**Module # - Motivation**

**See separate file attached.**

## 2a. Guided Notes

### Module # - Motivation

**What is Motivation?** *An internal state that arouses, directs, and maintains behavior.*

Differentiate among 5 theoretical explanations for learner motivation

#### **5 basic questions psychologists study:**

What **choices** do people make about their behavior?

How long does it take to **get started**?

What is the **intensity** or level of involvement in the chosen activity?

What causes a person to **persist** or to give up?

What is the person **thinking and feeling** while engaged in the activity?

#### **Intrinsic and Extrinsic Motivation:**

Intrinsic motivation relies on internal, personal factors such as needs, interests, and curiosity

**Definition** – motivation associated with activities that are their own reward.

Extrinsic motivation relies on external, environmental factors such as rewards, social pressure, and punishment.

**Definition** – Motivation created by external factors such as rewards and punishments that has very little to do with the task itself.

- It is impossible to tell just by looking if a behavior is intrinsically or extrinsically motivated.
- A person can internalize and externalize cause in their motivation.
- Intrinsic and extrinsic tendencies are two independent possibilities, and, at any given time, we can be motivated by some of each.

#### **Approaches to Motivation**

##### ***Behavioral Approaches***

Source of Motivation: Extrinsic

Important Influences: Reinforcers, rewards, incentives, and punishers

Reward – an attractive object or event supplied as a consequence of a behavior

Incentive – an object or event that encourages or discourages behavior

Key theorists: Skinner

##### ***Humanistic Approaches***

Source of Motivation: Intrinsic

Important Influences: Need for self-esteem, self-fulfillment, and self-determination

Humanistic interpretation – An approach to motivation that emphasizes personal freedom, choice, self-determination, and striving for personal growth

Key theorists: Maslow; Deci

##### ***Cognitive Approaches***

Source of Motivation: Intrinsic

Important Influences: Beliefs, attributions for success and failure, expectations

Key theorists: Weiner, Graham

##### ***Social Cognitive Theories***

Source of Motivation: Intrinsic and Extrinsic

Important Influences: Goals, expectations, intentions, self-efficacy

## Motivation Resources and Activities

Expectancy  $x$  value theories – Explanations of motivation that emphasize individuals' expectations for success combined with their valuing of the goal  
 Key theorists: Locke & Latham; Bandura

### ***Sociocultural Conceptions***

Source of Motivation: Intrinsic

Important Influences: Engaged participation in learning communities; maintaining identity through participation in activities of group

Sociocultural views of motivation – Perspectives that emphasize participation, identities, and interpersonal relations within communities of practice

Legitimate peripheral participation – Genuine involvement in the work of the group, even if your abilities are undeveloped and contributions are small

Key theorists: Lave; Wenger

### **Needs, Goals, and Beliefs**

#### **Needs**

Maslow's Hierarchy of Needs – Seven levels of human needs from basic physiological requirements to the need for self-actualization

Deficiency needs – Four lower-level needs, which must be satisfied first

1. survival
2. safety
3. belonging
4. self-esteem

Being needs – Three higher-level needs, sometimes called growth needs. These needs can never be completely fulfilled, a person's motivation increases to seek further fulfillment.

5. intellectual achievement
6. aesthetic appreciation
7. self-actualization

Most individuals move back and forth among different types of needs and may even be motivated by many needs at the same time.

#### **Self-Determination: Need for Competence, Autonomy, and Relatedness**

When students experience **self-determination**, they are intrinsically motivated – they are more interested in their work, have a greater sense of self-esteem, and learn more.

#### *Self-Determination in the Classroom:*

Classroom environments that support student self-determination and autonomy are associated with greater student interest and curiosity, sense of competence, creativity, conceptual learning, and preference for challenge. When students have the authority to make choices, they tend to internalize educational goals and take them as their own.

#### *Information and Control:*

Cognitive evaluation theory – suggests that events affect motivation through the individual's perception of the events as controlling behavior or providing information

**Supporting Self-Determination and Autonomy**

- Allow and encourage students to make choices
- Help students plan actions to accomplish self-selected goals
- Hold students accountable for the consequences of their choices
- Provide rationales for limits, rules, and constraints
- Acknowledge that negative emotions are valid reactions to teacher control
- Use non-controlling, positive feedback (limit controlling language such as *must, ought, have to, should...*).

***The Need for Relatedness:***

Is the desire to establish close emotional bonds and attachments with others. Relatedness is similar to a sense of belonging.

“Schools that promote a sense of belong by personalizing instruction, showing an interest in students’ lives, and creating a supportive, caring social environment” (Committee on Increasing High School Students’ Engagement and Motivation to Learn, 2004, p.3)

**Goal Orientations**

Goal – What an individual strives to accomplish

4 main reasons why goal setting improves performance (Locke & Latham, 2002)

1. Direct our attention to the task at hand and away from distractions
2. Energize effort
3. Increase persistence
4. Promote the development of new knowledge and strategies

**Type of Goals and Goal Orientations**

Goal orientations – Patterns of beliefs about goals related to achievement in school

***4 Achievement Goal Orientations in School***

1. Mastery goal (task goals or learning goals) – A personal intention to improve abilities and learn, no matter how performance suffers. When students set these goals engagement is higher, they are more invested. They seek challenges, persist when encountering difficulty, and feel better about their work. Called: **Task-involved learners** – Students who focus on mastering the task or solving the problem

2. Performance goal (ability goals or ego goals) – A personal intention to seem competent or perform well in the eyes of others. More concerned with getting the grade or doing better than other students. Evaluation of their performance is more important than what they learn. Called: **Ego-involved learners** – Students who focus on how well they are performing and how they are judged by others Student can and do use both types of goals at the same time.

3. Work-avoidant learners – Students who don’t want to learn or to look smart, but just want to avoid work. They feel successful when they don’t have to try hard, when the work is easy, or when they can “goof off”. (Nicholls & Miller, 1984)

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4. Social goals – A wide variety of needs and motives to be connected to others or part of a group. This is more important as students get older. The need for social relationships is basic and strong for most people.

### Feedback, Goal Framing, and Goal Acceptance

3 additional factors that make goal setting effective in the classroom

**Feedback** emphasizing progress is the most effective in motivating a student

**Goal Framing** linking activities to a students' intrinsic goals of becoming more competent self-directed, and connected with others, the student will process information more deeply and persist longer to gain understanding. Linking to extrinsic goals of meeting someone else's standard promotes rote learning. (Vansteenkiste, Lens, & Deci, 2006)

**Goal Acceptance** Commitment matters: The relationship between higher goals and better performance is strongest when people are committed to the goals (Locke & Latham, 2002)

Students are more likely to work toward goals that are clear, specific, reasonable, moderately challenging, and attainable within a relatively short period of time. When using reward or incentive systems, be sure the goal you set is to *learn and improve* in some area, not just to perform well or look smart.

### Beliefs and Self-Perceptions

#### Beliefs about Knowing: Epistemological Beliefs

Epistemological beliefs – Beliefs about the structure, stability, and certainty of knowledge, and how knowledge is best learned

- Structure of Knowledge: Is knowledge in a field a simple set of facts or a complex structure of concepts and relationships?
- Stability/Certainty of Knowledge: Is knowledge fixed or does it evolve over time?
- Ability to Learn: Is the ability to learn fixed (based on innate ability) or changeable?
- Speed of Learning: Can we gain knowledge quickly or does it take time to develop knowledge?
- Nature of Learning: Does learning mean memorizing facts passed down from authorities and keeping the facts isolated, or does it mean developing your own integrated understanding?

2 basic concepts of ability

Entity view of ability – Belief that ability is a fixed characteristic that cannot be changed. If a student holds this belief they tend to set performance goals and strive to protect themselves from failure

Incremental view of ability – Belief that ability is a set of skills that can be changed. If a student holds this belief they tend to set mastery goals and handle failure constructively

#### Beliefs about Causes and Control: Attribution Theory

An explanation of motivation begins with the assumption that we try to make sense of our own behavior and the behavior of others by searching for explanations and causes.

May attribute their success/failures to: ability, effort, mood, knowledge, luck, help, interest, clarity of instructions, interference of others, unfair policies, etc.

Attribution theories – Descriptions of how individuals' explanations, justifications, and excuses influence their motivation and behavior

Self-efficacy – Beliefs about personal competence in a particular situation

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### *Weiner's Theory of Causal Attribution*

Attributed causes for success or failure can be characterized in terms of three dimensions:

Locus (location of the cause – internal or external to the person)

Stability (whether the cause of the event is the same across time and in different situations)

Controllability (whether the person can control the cause)

### Beliefs about Self-Worth

Mastery-oriented students – Students who focus on learning goals because they value achievement and see ability as improvable

- Attitude toward Failure: Low
- Goals Set: Learning goals: moderately difficult and challenging
- Attributions: Effort, use of right strategy, sufficient knowledge is cause of success
- View of Ability: Incremental; improvable
- Strategies: Adaptive strategies; e.g., try another way, seek help, practice/study more

Failure-avoiding students – Students who avoid failure by sticking to what they know, by not taking risks, or by claiming not to care about their performance

- Attitude toward Failure: High
- Goals Set: Performance goals: very hard or very easy
- Attributions: Lack of ability is cause of failure
- View of Ability: Entity; set
- Strategies: Self-defeating strategies; e.g., make a feeble effort, pretend not to care

Failure-accepting students – Students who believe their failures are due to low ability and there is little they can do about it

- Attitude toward Failure: Expectation of failure; depression
- Goals Set: Performance goals: Performance goals or no goals
- Attributions: Lack of ability is cause of failure
- View of Ability: Entity; set
- Strategies: Learned helplessness; likely to give up
  - Learned helplessness – The expectation, based on previous experiences with a lack of control, that all ones efforts will lead to failure

### Encouraging Self-Worth

Emphasize that abilities are not set but always improvable

Teach directly about the difference between learning goals and performance goals

Make the classroom a place where failure is just diagnostic – failure tells what needs to be improved

Encourage help-seeking and help-giving

Describe the roles of interests, curiosity, and anxiety in motivation

### Interests

Interest is related to students' attention, goals, and depth of learning (Guthrie, et al., 2006; Hidi & Renninger, 2006)

2 kinds of interests:

## Motivation Resources and Activities

Personal or Individual interests – more long-lasting aspects of the person. The student seeks out new information and has a more positive attitudes toward schooling.

Situational interests – more short-lived aspects of the activity, text, or materials that catch and keep a students' attention

Interests increase when students feel competent, so even if students are not initially interested in a subject or activity, they may develop interests as they experience success. (Stipek, 2002)

4 Phase model of interest development (Hidi & Renninger, 2006)

Situational interest triggered → situational interest maintained →  
emerging individual interest → well-developed individual interest

### **Curiosity**

Interest and curiosity are related. Curiosity could be defined as a tendency to be interested in a wide range of areas (Pintrich, 2003)

### **Building on Student's Interests and Curiosity**

- Relate content objectives to student experiences
- Identify student interests, hobbies, and extracurricular activities that can be incorporated into class lessons and discussions
- Support instruction with humor, personal experiences, and anecdotes that show the human side of the content
- Use original source material with interesting content or details
- Create surprise and curiosity

### **Emotions and Anxiety**

Emotions are a “constant interplay between cognitive assessments, conscious feelings, and bodily responses, with each able to influence the other” (Gluck, Mercado, & Myers, 2007, p. 418)

**Achievement Goals Influence Achievement Emotions:** Different goals are associated with different emotions that can impact motivation

**Mastery Goal oriented:** Focus on activity, controllability, positive value of activity;

Student emotions Increases: enjoyment of activity, pride

Student emotions Decreases: boredom, anger

**Performance-Approach oriented:** Focus on outcome, controllability, positive outcome value;

Student emotions Increases: pride

**Performance-Avoidance oriented:** Focus on outcome, lack of controllability, negative outcome value

Student emotions Increases: anxiety, hopelessness, shame

### **Arousal and Anxiety**

Arousal – Physical and psychological reactions causing a person to be alert, attentive, wide awake, excited, or tense

### **Coping with Anxiety**

- Use competition carefully
- Avoid situations in which highly anxious students will have to perform in front of large groups

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- Make sure all instructions are clear. Uncertainty can lead to anxiety.
- Avoid unnecessary time pressures
- Remove some of the pressures from major tests and exams
- Develop alternatives to written tests
- Teach students self-regulation strategies (Schutz & Davis, 2000)

### **Learning and Motivation Theory**

Social Cognitive Theory - expands Bandura's earlier theories on observational learning (i.e. Social Learning Theory - learning thru observation of others)

A current view of learning and motivation that discusses dynamic interactions among many of the behavioral, personal, and cultural factors involved in learning and motivation.

Social cognitive theory emphasizes on the role of other people serving as models and teachers (social part of the theory), but includes thinking, believing, expecting, anticipating, self-regulating, and making comparisons and judgments (the cognitive part)

How people develop social, emotional, cognitive and behavioral capabilities, how people regulate their lives and what motivates them; major explanation of motivation

#### Key elements

Observation learning/modeling

People can learn by observing the actions of others and the consequences of those actions.

Self-efficacy learning

Self-regulated learning

## 2b. Articles

### Module # - Motivation

Ames, C., & Archer, J. (1988). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. *Journal of Educational Psychology*, 80(3), 260-67. Retrieved from ERIC database.

A study involving 176 secondary school students was undertaken to determine how specific motivational processes are related to the salience of mastery and performance goals in classroom settings. Findings suggest that classroom goal orientation may facilitate maintenance of adaptive motivation patterns when students adopt salient mastery goals.

Ames, C. (1992). Classrooms: Goals, Structures, and Student Motivation. *Journal of Educational Psychology*, 84(3), 261-71. Retrieved from ERIC database.

The classroom learning environment is examined in relation to achievement goal theory of motivation. A perspective is presented that argues for identification and analysis of classroom structures that can contribute to a mastery orientation. With such an orientation, the focus will be on effort rather than ability.

Anderman, L., & Leake, V. (2005). The ABCs of Motivation: An Alternative Framework for Teaching Preservice Teachers about Motivation. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(5), 192. Retrieved from ERIC database.

In this article, they outline an alternative way of organizing material related to student motivation in educational psychology courses that serve prospective teachers. Rather than teaching students about theories per se, their approach focuses on principles of motivation, and they group constructs and ideas from various theories, organizing them within a larger framework. The framework is loosely based on the three fundamental needs suggested by self-determination theory (see Deci et al. 1991). They begin by describing the way in which they reorganize the curriculum content related to motivation within this framework, and then discuss the benefits they have observed in using this approach with their own students. They also describe some of the difficulties and obstacles they have encountered in their efforts.

Anderman, L., Patrick, H., & Ryan, A. (2004). Creating Adaptive Motivational Environments in the Middle Grades. *Middle School Journal*, 35(5), 33-39. Retrieved from ERIC database.

Student motivation is a cause of great concern for educators at all levels. This article, examines how teachers create adaptive motivational environments through the messages they communicate to their students at the beginning of the year. In order to assess the effectiveness of this adaptive motivational environments to students, a team of observers spent more than 15 hours with each of 10 different teachers during the first three weeks of school. They recorded all aspects of the teachers' classroom instruction and their interactions with students. Three features of these teachers' practice emerged as particularly important: viewing learning as an active, student-centered process; demonstrating genuine enthusiasm for learning across the curriculum; and maintaining relationships with students that were simultaneously convivial and demanding.

Buchanan, S., Reynolds, M., Duersch, B., Lohr, L., Coppola, B., Zusho, A., et al. (2004). Promoting Student Learning in a Large General Chemistry Course. *Journal of College Science Teaching*, 33(7), 12-17. Retrieved from ERIC database.

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Based on recent reports in the science education literature, curricular modifications were made to one section of a freshman-level general chemistry course. Assessment results indicate that these modifications resulted in a more student-centered learning environment and increased student learning and satisfaction as compared to results from unmodified sections. (Contains 1 table and 3 figures.)

Darling-Hammond, L., & Ifill-Lynch, O. (2006). If They'd Only Do Their Work!. *Educational Leadership*, 63(5), 8-13. Retrieved from ERIC database.

High school teachers often have difficulty motivating struggling students to complete homework--especially in inner-city schools in which many students are discouraged by stressful living conditions. The authors consulted with successful urban educators who were involved with innovative, small high schools in New York City, and asked what strategies they recommended for engaging students in doing their schoolwork. Five effective approaches emerged: assigning work that is worthy of effort, making the work doable, finding out what students need to do the work, creating space and time for homework, and making work public. The article gives examples of how teachers in these successful schools collaborate to implement these five strategies.

Eisenkopf, G. (2010). Peer Effects, Motivation, and Learning. *Economics of Education Review*, 29(3), 364-374. Retrieved from ERIC database.

This paper confirms the existence of peer effects in a learning process with data from an experiment. The experimental setting offers an insight into the mechanisms of peer interaction and provides complementary information to empirical studies using survey or administrative data. The results show that a partner has a motivational effect even before the actual cooperation takes place. The evidence for optimal group composition is not robust. Some of the "better" students improve the performance of their partner but they induce lower *motivation*. (Contains 1 figure and 6 tables.)

Gilman, R., & Anderman, E. (2006). The Relationship between Relative Levels of Motivation and Intrapersonal, Interpersonal, and Academic Functioning among Older Adolescents. *Journal of School Psychology*, 44(5), 375-391. Retrieved from ERIC database.

Using cluster analysis to combine specific adaptive measures related to mastery motivation (intrinsic motivation, self-adequacy, and locus of control), a total of 654 high school students were placed into distinct adaptive motivation groups. Mean scores on a variety of self-reported and peer-reported measures of interpersonal, intrapersonal, and academic functioning were compared across the groups. Results found that youth in the "high adaptive" motivation group reported significantly higher global and family satisfaction, self-esteem, interpersonal relations, grade-point average and school belonging, and significantly lower depression, anxiety and social stress than youth in the other two motivation groups. These findings suggest a number of psychological, social, and academic benefits that are associated with incremental levels of adaptive motivation. The implications of these findings for research and practice conclude the paper.

Reeve, J., & Deci, E. (1996). Elements of the Competitive Situation That Affect Intrinsic Motivation. *Personality and Social Psychology Bulletin*, 22(1), 24-33. Retrieved from ERIC database.

Explores the effects of three elements of the competitive situation (competitive set, competitive outcome, and interpersonal context) on intrinsic motivation in a sample of college students (n=100). Competitive outcome and interpersonal context affected intrinsic motivation: winning increased intrinsic motivation, while pressured interpersonal context decreased intrinsic motivation.

Reiss, S. (2009). Six Motivational Reasons for Low School Achievement. *Child & Youth Care Forum*, 38(4), 219-225. Retrieved from ERIC database

Reiss empirically derived a reliable and valid taxonomy of 16 life motives ("psychological needs"). The model suggests six motivational reasons for low achievement in school. Low achievement may be motivated by fear of failure (high need for acceptance), incuriosity (low need for cognition), lack of ambition (low need for power), spontaneity (low need for order), lack of responsibility (low need for honor), and combativeness (high need for vengeance). For junior and senior high school students, the Reiss School Motivation Profile provides a standardized assessment of the six motivational forces. Each motive for low achievement has different implications for intervention.

Schunk, D., & ERIC Clearinghouse on Counseling and Student Services, G. (2003). *Try Harder? Motivational Effects of Effort Attributional Feedback*. *ERIC Digest*. Retrieved from ERIC database.

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This article addresses the effects of effort attributional feedback on motivation and performance. Effort attributional feedback is oral or written feedback by others that links performance outcomes with effort. By understanding the role of effort attributional feedback, parents and practitioners will be able to work with students and clients to help them develop beliefs that facilitate motivation and performance.

Schunk, D., & ERIC Clearinghouse on Counseling and Student Services, G. (2001). *Self-Regulation through Goal Setting*. *ERIC/CASS Digest*. Retrieved from ERIC database

This article addresses the operation of goals in self-regulation to include the influence of goal properties and other goals-related factors.

Schunk, D. (1990). *Perceptions of Efficacy and Classroom Motivation*. Retrieved from ERIC database.

The influence of students' self-efficacy (perceived capabilities) on their motivation and skill acquisition is discussed, focusing on the role of classroom models. Social-cognitive learning theory suggests that observations of peers performing academic tasks may affect the learners' efficacy partly through the intervening influence of perceived similarity in competence, and that student capability differences may influence perceived similarity.

## 2c. Websites

### Teacher Strategies on Motivating Students

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm>

This site is from the Faculty Development at Honolulu Community College web page. It breaks down general topics on how teachers can encourage motivation; *General Strategies, Incorporating Instructional Behaviors that Motivate Students, Structuring the Course to Motivate Students, De-emphasizing Grades, Motivating Students by Responding to Their Work, Motivating Students to Do the Reading*. At the end of the page is a link that connects the reader to teaching tips on motivating students.

### Motivation Resource

<http://www.school-teacher-student-motivation-resources-courses.com/>

Student motivation resources: how to's, inspirational videos, books, quotes, courses, stress-busting techniques, lesson plans and much, much more. There are links throughout site and on the left hand side

### Smart Goal Setting Tips

<http://www.smart-goal-setting-tips.com/motivating-students.html>

A site dedicated to setting goals for success. This site provides interesting and useful tips, techniques, articles, blogs, books and much more.

### Publications on Motivation

<http://smhp.psych.ucla.edu/qf/motiv.htm>

This site is a collection of articles and publications on various topic, such as motivation.

### Maslow's theory of Motivation

<http://home.earthlink.net/~denmartin/maslow.html>

This site charts and defines Maslow's theory of Motivation and Human Needs. It also gives examples on how to behave to reach the need. The links on the bottom of the page connects the reader to more times on how to be motivated also to publications on motivation.

### Motivation for the Inexperienced Teacher

<http://www.priceless-teaching-strategies.com/>

This site is a blog created by a retired teacher. It is filled with practical day-to-day teaching strategies that work with all types of students in many different situations. It also gives tips and definitions. The author has a link to how to motivate students in the classroom and gives specific examples on what a teacher can do

### Motivation Tips for Students

<http://homeworktips.about.com/od/timemanagement/a/motivation.htm>

This site list 5 motivational tips for students. At the end of the pages is related articles with addition facts and help.

### 3. Case Studies

#### Case Study 1: Kelly

At Smart High School, there are different levels of math classes and Ms. Write teaches an remedial section. Ms. Write has had a student for the past year who she has become more concerned with, Kelly. Kelly is very withdrawn and indifferent. She seems to just get by. The students in the class perform well below grade level, but Kelly seems to have the most difficulty. Ms. Write is concerned with the fact that Kelly never speaks in class and that she does not interact with classmates. Kelly is a teenage girl but acts more like a younger isolated child. Kelly is also the only girl in the class but Ms. Write believes that Kelly is a teenager so interacting with male students should not be a concern.

While teaching a one day, Ms. Write tried to included everyone in the class, however, whenever she called upon Kelly, Kelly just stared blankly. There would be a delay and the class was being affected by Kelly's attitudes and actions. If Kelly did speak she would speak only one or two words softly. Ms. Write would have to repeat everything Kelly would say, so the whole class could hear. Again another setback because of Kelly.

When the students are asked to work in groups Kelly never initiates conversation and she never works with others unless forced to.

The delays and the special attention Ms. Write has to give Kelly, just to get Kelly to speak a few words, was having a negative impact on her students. The students were having a hard enough time paying attention and often Ms. Write lost the students. She found herself repeating lesson plans.

- Why do you think Kelly behaves as she does?
- Does Ms. Write treat Kelly differently from the rest of the class? Should She?
- How can Ms. Write motivate Kelly?
- How can Ms. Write organize the class differently to teach all of the students better, including Kelly?

#### Case Study 2: Harry

It is April at Smart High School, a couple more months and school is over. Weather is getting nicer and it seems the students are getting summer fever. Mr. Anderson is noticing that one student has stopped trying, rarely pays attention and has not made any attempt to make up missed work or make up lower grades. Harry is in Mr. Anderson's Level III Math class, that is a fast-paced, high-level course. Harry started to miss class in January and missed three and a half weeks of school, including midterms because of an illness. Harry has always been a good student, however when he returned he had trouble focusing.

Mr. Anderson worked with Harry, offering extra tutoring and told him that he could make up as soon as he felt he was ready. After three weeks, Harry stopped staying for extra help and he still had not made up any of his work. Mr. Anderson talked to Harry and again offered addition help. Mr. Anderson also let Harry know that he available anytime to talk and work things out. Harry did not improve, so Mr. Anderson approached Harry again:

Mr. Anderson: " Harry you are a smart kid! What's going on with math? You should be doing better in my class."

Harry: "I know, the stuff we're doing now isn't that difficult. I just haven't been bothering too much. I mean, what's the difference? I'm already going to fail for the year anyway."

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Mr. Anderson: “Well, the year’s not over yet. Plus you need to prepare for the state exam.

Harry: “What’s the difference? I don’t need this course. I’ve already got my two years of math. The past state exams were easy. I passed and I didn't even study.

Mr. Anderson: “Yes, but you still need to pass my class to get credit for the course, and I don’t count the state test grade as part of the course grade,”

Harry: “So I’ll take the course over again next year as an elective. I’ll need an easy class to round out my senior year anyway”

- What type of student is Harry?
- What type of teacher is Mr. Anderson?
- What can Mr. Anderson do to motivate Harry?
- Is there anything Mr. Anderson can do from now till the end of the school year.
- Should Mr. Anderson just let Harry do what he wants to do?
- Is there any way for Mr. Anderson to prepare for future students similar to Harry?

#### 4. Discussion Questions

Define motivation and discuss why it is or is not important to teaching, and learning, and human behavior.

What are the 5 areas/questions of motivation? What is the best way to approach each area/question.

Discuss the differences between intrinsic and extrinsic motivation. How can knowing the difference between the two help you as a teacher or administrator to influence student motivation?

How would you establish the value of learning a specific material? How would you motivate your students if they showed no interest or if they distracted?

What are the approaches to motivation; their importance and how do they differ?

What are negative motivators and how can they be replaced with positive motivators? What are the positive motivators?

How can you help your learners interpret their classroom setbacks and motivate progress?

What are some things teachers say to learners that can lower their motivation to succeed?

## 5. Pre-Clinical Activities

### 5a. Types/Sources of Intrinsic Motivation

#### Definitions & Examples:

Some theories of intrinsic motivation suggest that it is an in-born “drive”; others suggest that it is shaped by one’s experience and culture. According to theories of intrinsic motivation, you don’t really “motivate” other people, but you can support their ability to motivate themselves. Different theories of intrinsic motivation reflect different types or sources of intrinsic motivation, as described below.

- 1) Competence motivation – humans have an intrinsic need to feel competent and to engage in tasks that will expand their competence. (For example, a toddler goes up and down steps repeatedly, just for the pleasure of mastering stair climbing.)
- 2) Curiosity motivation – humans enjoy activities and events that have moderate levels of novelty, discrepancy, and complexity. (For example, a one-year-old who has learned to walk likes to explore new objects and gets into everything in the house!)
- 3) Autonomy motivation – humans have a natural need to feel self-determining, to feel that they are doing things by choice—or of their own free will. (For example, a young child insists on doing a task by himself and doing it in his own way, saying “ME DO IT!!!”)
- 4) Internalized motivation – values, goals, and beliefs learned from one’s culture are the basis for one’s motivation. This is the one form of “intrinsic motivation” that is learned, rather than being part of human nature. (For example, a 1<sup>st</sup> grader believes that reading or learning is important because that is what their family values.)

**Practice/Application:** Please think of an example of a task, activity, or interaction that you do or have done, and that is or was largely motivated by each of the different types of intrinsic motivation, and use the chart below to list your examples.

Type/Source of Motivation	Example of Task, Activity, or Interaction
Competence Motivation	
Curiosity Motivation	
Autonomy Motivation	
Internalized Motivation	

**5b. Controversy Facing Intrinsic Motivation**

For this clinical you are to read the article at the following weblink [Motivation Article](#) and provide the following:

- discussion of main arguments
- implications for your own teaching
- opinion of the arguments
- Reflection should only be 2 pages in length, single-spaced, and be a thorough discussion of the article.