Increasing Academic Motivation Notes

Slide 3: What does motivation look like

- Persistence: the characteristic that allows someone to continue doing something or trying to do something even though it is difficult
- Homework: take home assignments like projects, reading
- Effort: exertion of physical or mental power, , working hard, an attempt at something, to try
- Confidence: a feeling or belief that you can do something well or succeed at something, way they present themselves
- Interest: a feeling of wanting to learn more about something or to be involved in something.

Slide 5: Theory 1: Goal Orientation (Mastery vs. Performance)

- People tend to adopt goal orientations depending on the situation or environment, but there can also be some stability in these orientations – simply the way one naturally approaches work and learning
- Generally, there are two types of goal orientations people adopt: mastery and performance.
- Mastery Orientation is when a student has a focus on learning and improvement. It is what we could call the "ideal student". -Mastery orientation is highly adaptive and carries the most positive qualities, including perseverance, seeking out challenges and a desire to learn. Mastery goals are associated with moderate risk-taking and willingness to engage in challenging tasks.
- Performance is more immediate tangible reward whereas mastery is mental abstract concept (understanding)
- Performance orientation refers to a focus on demonstrating competence relative to others – trying to appear smart or avoid looking stupid, for example. Performance orientation can also yield positive outcomes – good grades and job promotions, for example – but at a detrimental cost, some psychologists say. Performance goals are more focused on the self, especially external evaluations of the self. Performance goals undermine effective problem solving for children who have doubts about their potential more than for self-confident children.

Slide 6: Theory 2: Self-Efficacy

- "Can I do this task?"
- Person's judgment of his or her performance capability on a particular type of task at a particular point in time
- Competence
- Academic performance
    - Major determinant in goal making, tasking completion and challenges
    - If they feel they can succeed doing something they are more likely to take the chance, in turn learning and suceeding, improving overall academic performance
- Specific judgement/specific situations
- Sources of self-efficacy
    - Actual experience

    - Vicarious experiences (modeling-if they can do it, I can do it)
    - Verbal persuasion (social effect)
    - Physiological arousal (attributing butterflies in stomach during performance to the beleif that they cannot do it instead of just nerves)
- High self-efficacy can affect motivation in both positive and negative ways.
    - people with high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy.[13] The stronger the self-efficacy or mastery expectations, the more active the efforts.[14]
    - Low self-efficacy can lead people to believe tasks to be harder than they actually are.[15] This often results in poor task planning

Slide 7: Theory 3: Learned Helplessness

- Attributing failures to causes that the student does not control.
- if students feel as though they can not control their environment this lack of control will impair learning in certain situations.
- This might set children behind in academic subjects and damper social skills.
- Another issue is that learned helpless children are **extrinsically** motivated and not so much intrinsically motivated because of their failures.
- A child suffering from learned helplessness will ultimately give up gaining respect through academic performance and turn to other domains for solace.
- parents attribution has a great impact on the student's belief, if they encourage them they are more liklely to take risks but if the parent doesn't believe in them they are unlikely to believe in themselves
- **What does it look like :**
    - when a person has experienced a specific series of negative events over which they have no control
    - continuous failed efforts on a subject or task
    - a can't do/won't do attitude
    - leads to feelings of anxiety, depression and frustration
    - We want to provide evaluative feedback to prevent these students from attributing their failure to their ability, encouraging them thru their strengths and progress

Slide 8: Driving (Positive) Forces → Motivated Student

- These forces are defined as any **factors** which stimulate, provide, or promote, a fertile environment for public education.
- Participation- How involved, or even the action of taking part inside the classroom.
- Confidence- a feeling or belief that a student has that he or she can do something well or succeed at something or rather How capable a student feels in completing the task at hand
- effort: How much energy you put forth in your work, or level of determined attempt
- Iinterest: How much the topic at hand appeals to the student.
- Cooperation- how well a student can follow directions
- desire to please others- this can be anyone from parents, themselves, teachers, or peers.

- support resources- can occur at school or at home- such as homework help from parents at home, or feeling like their teacher really wants them to succeed.

Slide 9: Restraining (Negative) Forces → Unmotivated Student

- Factors that impair the strength and vitality.
- Distraction: inside (decoration, noise, kids), outside (anything in kids life that could be a distraction)
- Interest level: nonschool related interests that impacts motivation in school
- Poor- learned helplessness- history of poor grades- can contribute to the students unmotivated ness
- Basic needs: energy level, hunger
- Socio-emo: emotions that are impacting (angry, scared)
- Peer status: kids without friends tend to be less motivated than kids with friends

Slide 12: Teacher's Tasks

1. Make sure the task is clear: make sure students know what they are expected to do and where they can find the resources and materials they need to complete the task.
2. Give tasks that are challenging but achievable for *all* students (i.e. graphic organizer for a student who is lower achieving and cannot keep up with the lesson the same as a normal achieving student)
    a. Vary the difficulty of tasks among students according to their skill levels. A task that that one student finds easy may be impossibly difficult for another. All students can take pride in their success if teachers create a climate in which hard work and success are rewarded at whatever level each student is working.
    b. Give tasks that can be completed at different levels. Different skill levels can be accommodated in the same task.
    c. Make sure that the highest achievers are challenged.
3. Organize assignments to provide frequent opportunities for students to see their skill level increase. Tasks need to provide opportunities for regular feedback which indicates improvement in skill or understanding.
    a. Order problems and assignments by difficulty level to provide students with a sense of increasing mastery.
    b. Break down difficult tasks into subunits to make sure that students receive positive competence feedback before they become discouraged or concerned about the direction in which they are headed.
4. Refocusing students' attention on understanding and developing their competencies and reducing their concerns about external evaluation, especially grades.
5. Creating an instructional program which capitalizes on students' intrinsic desire to learn, focuses their attention on understanding and mastery, and coasters academic values
6. Some extrinsic incentives for schoolwork are necessary because they provide a tangible reward for students to earn. For elementary students, stickers, and small toys are good. For secondary students candy, day off homework coupons, extra points, and certificates work well. It is also important to ask the students what rewards they would like.
7. Give tasks that are linked to students' interests
    a. Allow students some choice in topics.

a. Integrate students' interests and experiences into lessons and discussion.
b. Invite students to express opinions, or respond personally to the content.
c. Connect new or abstract concepts to familiar or concrete ones.

Slide 13: Goals

1. Create short-term (proximal goals): proximal goals can raise self-efficacy by making a task appear more manageable and they can also enhance perceptions of competence by giving continual feedback that conveys a sense of mastery. In comparison, while distal goals are important for students to keep in mind, progress towards long-term goals sometimes is difficult for students to gauge.
2. Vary goals among students: differential goal setting will work if appropriately challenging goals are valued and reinforced, regardless of how one student's goals compare to another's. For example, it may be realistic for one student's goal to be able to fill a multiplication grid in 2 minutes, while a 4 minute goal may be equally challenging for another.
3. Engage students in personal goal-setting: teaching students to set goals is important because they will need this skill when their achievement pursuits are not monitored on a day to day basis and personal goal setting has been shown to raise self-efficacy.
    a. To avoid students taking the easy route, incentives for setting challenging goals can help motivate students to set more challenging goals.

Slide 14: Help and Direct Statements

- Help
    - Make it safe to ask for help. Students are more likely to ask for help in an atmosphere that promotes learning and mastery than in one that focuses on performance and competition.
    - Encourage students to seek help. Research has shown that students are more likely to ask for instrumental help (hints, not the answer) when they perceive the teacher to support help seeking (Arbreton, 1998).
    - Modeling help seeking is a powerful way to convey to students that it is OK to not know everything
    - Give no more assistance than necessary: the more students can accomplish on their own the better, in terms of their learning and perceptions of mastery.
    - Teach students how to use classroom resources to answer their questions. Encouraging to use the resources around reinforces the message that they should do what they can on their own before asking for help. I.e. referring to dictionaries, charts, and the internet.
    - Encourage students to use peers for assistance. Students benefit from providing assistance to each other because it helps them consolidate their own understanding and develop self-confidence, empathy, and teaching skills.
    - Teach students *how* to give help by modeling effective help-giving strategies, explicit instructions, and monitoring.
- Direct Statements
    - Attribute "failure" to low effort or an ineffective strategy. This communicates a belief in the student's ability to succeed with sufficient effort. Teachers need to

know their student's skills and monitor their behavior well to make attributions that are fair, appropriate and constructive.
    - Teacher modeling can also be used to influence students' attributions.
    - Attribute success to effort and competence to enhance self-confidence. If we attribute success to external causes, we deny student's personal responsibility and an opportunity to experience pride and it undermines their perceptions of their ability.

Slide 15: Evaluation

1. Make evaluation criteria clear: vague criteria for evaluation results in students not feeling in control of their academic outcomes. Examples of how to make evaluation criteria clear includes using a rubric and clarifying the criteria and standards for evaluation
2. Pointing out what is good, right, or shows improvement gives students the external validation of competencies they have developed and gives them feedback on how to improve.
3. When giving feedback, It is important that teachers make it clear, specific and informative:
    a. They should Avoid using global, uninformative comments like "nice job" or "well done
    b. Teachers should Focus on the behavior, not the person by saying things like "you used some really creative strategies
    c. They should Provide written, substantive comments when possible like "your summary of the results of the experiment is clear and concise"
4. Base rewards (including high grades) on achieving a clearly-defined standard or set of criteria or on personal improvement.
5. Give students multiple opportunities to achieve a high grade by allowing them to re-do assignments or rewrite papers to demonstrate a higher level of mastery. I.e. turn in a rough draft and give them corrective feedback and the opportunity to turn in a final draft.
6. Minimize public evaluations: wall charts and other public displays may enhance the motivation of a small group of top performers but they can discourage other students. Instead...
    a. Have students keep personal progress records. Personal progress charts focus students' attention on their own improvement and mastery rather than on how they compare to their classmates. It also helps communicate goals/progress with parents.
7. Teach students to evaluate their own work and give them explicit directions on how to do it. This provides them with more opportunities to develop competencies, strategies to guide their own efforts to improve, and promote self-regulation.

Slide 16: Classroom Structure/Climate Control

- According to a study published in the Journal of Educational Psychology, motivation is fostered through a structured classroom environment that meets the basic needs of the student, particularly in establishing a feeling of safety. Other ways teachers can foster motivation through classroom structure is by...

1. Differentiating tasks among students and overtime. this allows students to work on several different kinds of tasks. It makes social comparison more difficult.
2. Point out "within-student" variation in skill levels. Point out to students who are having difficulty in one domain that they are doing well in another and that with effort/persistence they will catch on their relatively weak domain as well. For example, if a student is performing very low in math, but achieving well in English - point out their success and reinforce that high effort can help their weak domain too.
3. When instructing in a whole-class format, involve *all* students productively. If a student gives a wrong answer, pursue the question by rephrasing it or simplifying it until the student shows some understanding.
4. Treat errors as a natural part of learning. Emphasize the information value of errors and Incorporate wrong answers into discussions as productive contributions.
5. Use "ability grouping" flexibly and temporarily to address specific skill needs. It is important that teachers
    a. Avoid concentrating behavioral problems in groups. Spread out children who have discipline problems so that no single group is likely to have substantial time taken away from instruction while the teacher deals with discipline.
6. Convey the value of different kinds of skills and give students opportunities to publicly demonstrate competence in many different domains.
7. Give relatively poor-performing students the role of "expert." We can also build self-confidence in students with relatively low skills by having them tutor younger children.
8. It is also important to create a community of learners, which includes teachers as well as students.
    a. Teachers engender interest in learning by being enthusiastic learners themselves
    b. Teachers can talk to students about things they are learning on their own such as books or courses.
9. Model enthusiasm. Students take cues from teachers so it is important to demonstrate an interest in learning. If a teacher is not excited for a project, the students will not be excited.

Slide 17: Student Independence

1. We should Give students as much discretion as they can handle productively by
    a. Giving students choices in how tasks are completed.
    b. Giving students some discretion when they complete particular tasks.
    c. Allowing students to correct some of their own assignments.
    d. Involving students in personal goal setting.
2. Teachers should also monitor learning and understanding more than student behavior.
    a. They should monitor and remind students of deadlines to make them feel controlled rather than self determining.
    b. Also, Walking around the classroom and checking students understanding and engaging them individually in instructional conversations focuses their attention on understanding and mastery facilitates motivation
3. Give help in a way that facilitates students' own accomplishments. Remember to keep in mind that

    a. Over helping can engender feelings of incompetence and minimize intrinsic motivation, building low task persistence.
    b. Also, Be mindful of students with academic and behavioral issues who are risk being offered more help than they actually need
4. Hold students accountable by
    a. Making it clear WHAT the student will be held accountable for, when and the potential consequences for their failure to meet requirements
    b. Choice needs to be introduced gradually and teachers may need to help students use their freedom productively

Slide 18: Home Solution Strategies

- Cultural competence is having an awareness of one's own cultural and identity and views about differences. It is the ability to understand the within group differences that make each student unique and celebrating between group variations that make our students diverse.
    - We should encourage parents to speak to child in their native language to encourage them to talk about school with their children
    - parents can also talk about cultural differences at home too
- Growth mindset
    - When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement
    - https://www.youtube.com/watch?v=Xv2ar6AKvGc : VIDEO
    - Students with a growth mindset do better than those with a fixed mind set whose goal is to show how smart they are or hide how dumb they are
        - Likely to give up on tasks and beleive they arent smart
    - Growth mindset students have goal to learn, seek out help, try new strategies and put forth a greater amount of effort
        - They think they control their intelligence, and can grow their strengths
- similar to classroom strategies, we should encourage parents to create an open environment for learning and exploration
    - Treat errors as a natural part of learning, emphasizing the information value of errors
    - Parents should Model enthusiasm for schoolwork
    - Monitor your child's understanding and learning thru frequent check in's
    - Emphasize learning over performance
    - Encourage positive family relationships and responsibility
    - Model the importance of learning as well as teaching habits that encourage learning
    - Allow child independence and freedom to prioritize academic workload
    - Allow child to the option to choose how they complete tasks i.e. which homework assignment they should begin first