



Student Motivation

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Dr. Ed Osborne

University of Florida

Five Myths About Motivation

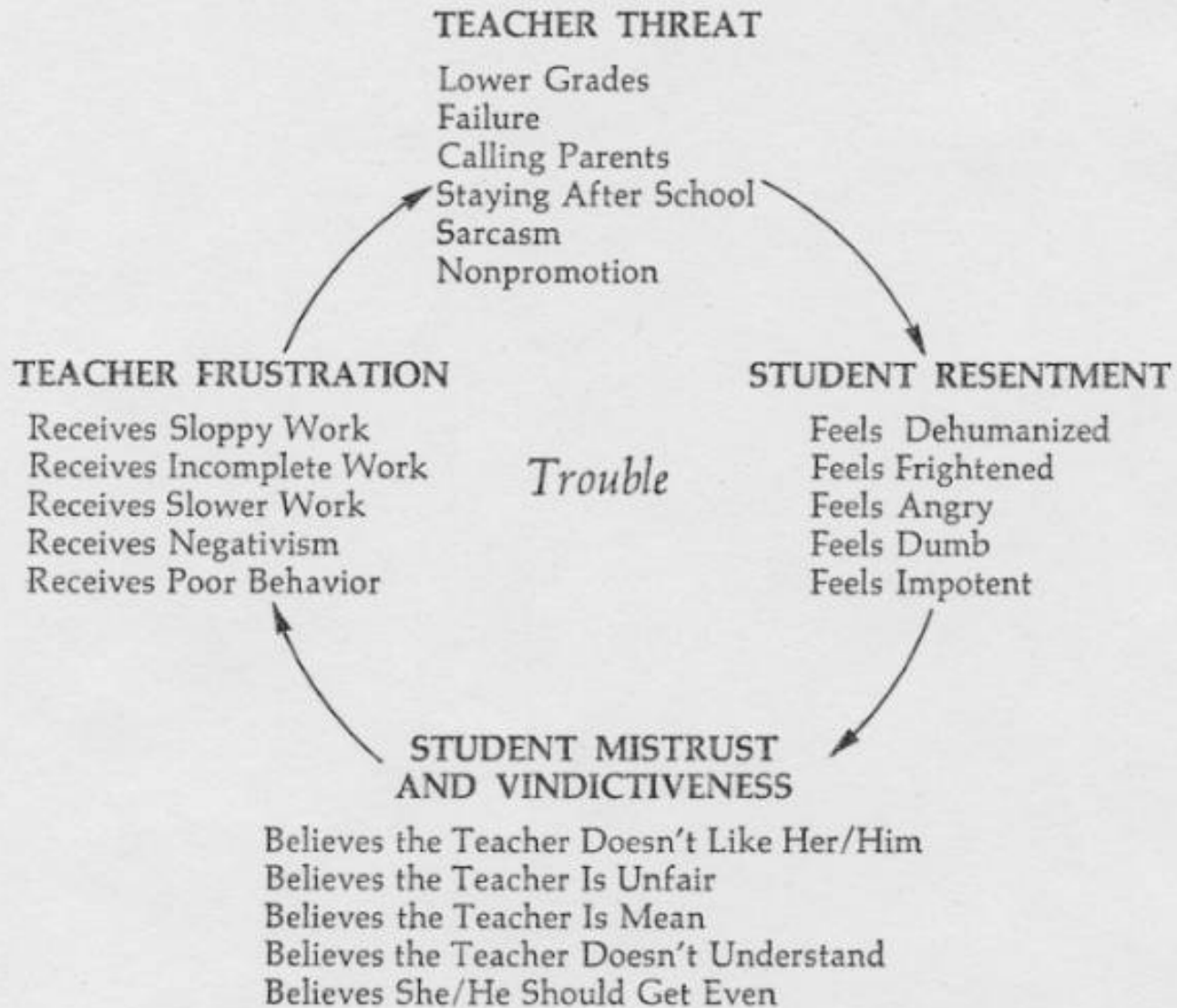
- ◆ Myth #1 – If they're not engaged in learning, they're not motivated.
- ◆ Myth #2 – Teachers motivate students.
- ◆ Myth #3 – Learning is more important than motivation.



Myths About Motivation

- ◆ Myth #4 – Threats increase motivation.
- ◆ Myth #5 – Learning increases with an increase in motivation.

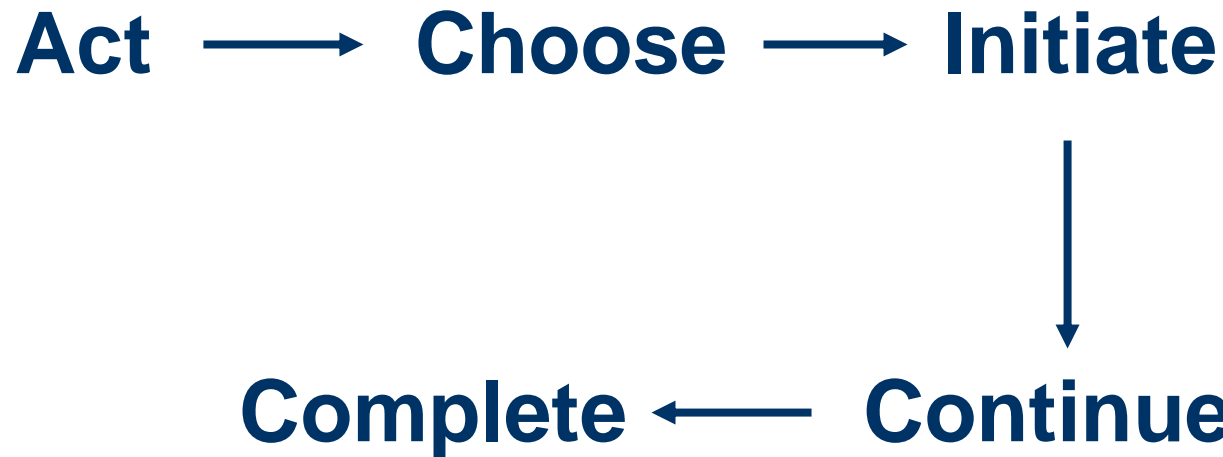
Figure 1



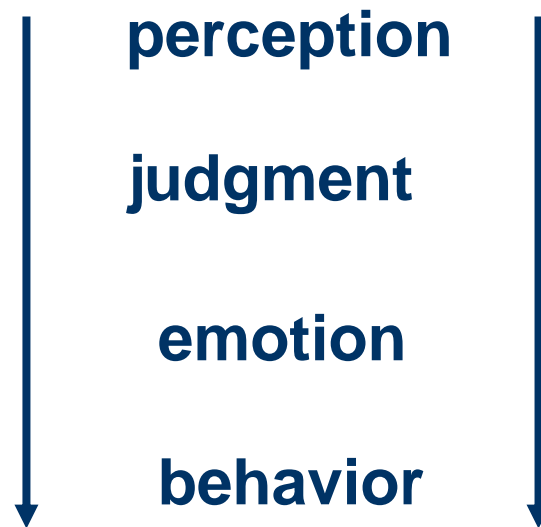
Motivation

- ◆ Learning cannot occur without motivation.
- ◆ A motive is a condition within a person that affects his/her readiness to initiate or continue an activity or sequence of activities.
- ◆ Motivation explains why human behavior occurs.

Sequential Pattern of Motivation



Attitudes ...are based on beliefs that are learned and result from experience.



Student motivation is a function of:

- ◆ Attitudes toward the teacher/educator
- ◆ Attitudes toward the subject matter and the learning situation
- ◆ Attitudes toward self
- ◆ Expectancy for success



Attitudes Toward the Teacher/Educator

- ◆ Teachers can become a barrier between student and subject matter
- ◆ Psychological tension



What teachers can do:

- ◆ Share something of value with students.
- ◆ Listen with empathy.
- ◆ Treat students with warmth and acceptance.



What teachers can do:



- ◆ Use class or individual meetings to improve relationships.
- ◆ Model effective teaching.



Attitudes Toward the Subject Matter and Learning Situation

optimism and enthusiasm

versus

pessimism and cynicism



What teachers can do:

- ◆ Make the learning condition positive.
- ◆ Show enthusiasm for the subject matter!
- ◆ Connect to others who are enthusiastic.



What teachers can do:

- ◆ Positively confront possible erroneous beliefs about the subject matter.
- ◆ Make the first experience with the subject matter as positive as possible.



Attitudes Toward Self --Self Concept--



- ◆ People behave in a manner that is consistent with how they view themselves.
- ◆ A positive self concept is necessary for achievement but not singularly sufficient for high achievement.



Self Concept

- ◆ People with low self esteem attribute success to fate or luck.
- ◆ Learned helplessness – a belief that nothing they do will result in success.



Self Concept

- ◆ A person's sense of self-worth is most affected by his/her ability to achieve and experience success.
- ◆ Self concept is learned, alterable, and influenced by others.

Failure

- ◆ By age 11 students begin to realize that lack of effort and lack of ability are independent causes of failure.
- ◆ Students attribute performance to effort, ability, luck, and/or task difficulty.
- ◆ Students who believe that their efforts affect achievement are more likely to learn.

Attribution Theory

TABLE 4.2 DETERMINANTS OF ACHIEVEMENT BEHAVIOR

Locus of Control	Success or Failure Attributed to Stability Factors	
	Stable	Unstable
Internal	Ability <i>"I'm good (bad) in science."</i>	Effort <i>"I studied hard for the test (I didn't study enough)."</i>
External	Task Difficulty <i>"The test was easy (hard)."</i>	Luck <i>"I guessed right (wrong)."</i>

Learning from Failure

- ◆ Everyone experiences failure – correct and healthy interpretation of the cause is the key.
- ◆ If students see failure as lack of ability, then they adopt “failure avoidance” techniques. They avoid failure by not seeking success.

Failure

- ◆ Research has shown that girls tend to attribute failure to lack of ability, while boys tend to attribute failure to lack of effort.
- ◆ Especially in the elementary grades, teachers tend to criticize boys for lack of effort and girls for lack of ability.
(Wittrock, 1986)



What teachers can do:

- ◆ Guarantee successful learning.
- ◆ Encourage the student.
- ◆ Emphasize the student's personal causation in his/her learning.
- ◆ Use group processes to increase self-concept.

Expectancy for Success

- ◆ Sometimes students simply don't expect to do well. Why not???
- ◆ Failure avoidance
- ◆ Performance limits



What teachers can do:

- ◆ Interview the student, using what and how questions (no why questions).
- ◆ Use goal setting methods.
- ◆ Use contracts.
- ◆ Use programmed materials.

Needs

- ◆ Need is the energy behind behavior.
- ◆ A need is a condition experienced that acts as a force to move a person toward a goal.
- ◆ Needs motivate learning, especially at the beginning of any academic task.

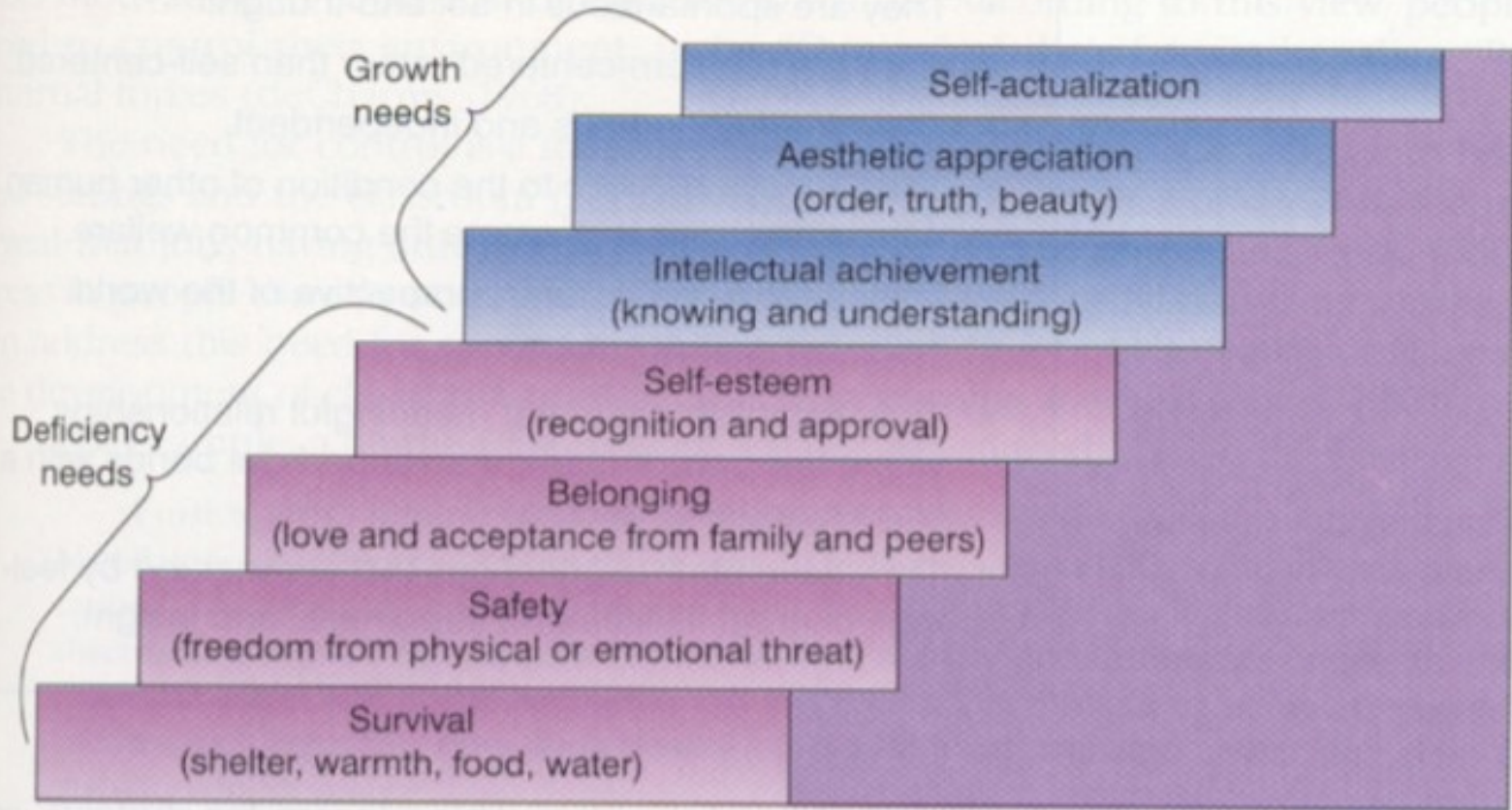


Needs

According to Maslow, need gratification is the most important single principle underlying all human behavior.

Figure 9.2

Maslow's hierarchy of needs



Source: Adapted from *Motivation and Personality* 2nd Edition by Abraham H. Maslow. Copyright 1954 by Harper & Row, Publishers, Inc. Copyright © 1970 by Abraham H. Maslow. Reprinted by permission of HarperCollins Publishers Inc.

(Eggen & Kauchak, 1997)



Stimulating Learning

- ◆ Interest vs. motivation
- ◆ Using interest approaches
- ◆ Drawing from the principles of interest

Interest is contagious!!



Interest increases when the learning activity:

- ◆ affects us
- ◆ increases knowledge
- ◆ increases skill
- ◆ is connected to other interests
- ◆ involves suspense
- ◆ Is novel / unexpected
- ◆ is humorous
- ◆ involves thinking



Interest increases when the learning activity:

- ◆ is challenging
- ◆ arouses curiosity
- ◆ involves competition
- ◆ gets students active
- ◆ provides ownership
- ◆ involves others
- ◆ stimulates creativity

Figure 8

Stimulation Is a Perception of a Combination of the Familiar with the Novel

REPULSION
BOREDOM

INTEREST

FRUSTRATION
CONFUSION

Too Easy
or Too Familiar

Too Difficult
or Too New



Understimulation

Overstimulation

Stimulation

Restlessness

Fear



Intrinsic and Extrinsic Motivation

- ◆ Intrinsic motivation – the emphasis is on the doing of the behavior. The action itself is valuable or enjoyable.
- ◆ Extrinsic motivation – the emphasis is on the goal or reward of the behavior.

Cognitive Evaluation Theory

- ◆ Suggests that innate psychological needs for competence and self-determination are the underpinnings of intrinsic motivation.
- ◆ Therefore, events that decrease perceived competence and self-determination will undermine intrinsic motivation, and vice versa.

Extrinsic Rewards

- ◆ A reward suggests competence by the learner, and therefore, tends to increase intrinsic motivation. BUT...
- ◆ Rewards have an external control aspect, which prompts a perception of low self-determination, undermining intrinsic motivation.



Extrinsic Rewards

Research clearly shows that giving tangible rewards for achievement in well designed (stimulating) learning activities undermines intrinsic motivation.



Teachers can increase motivation by:

- ◆ Making students feel “invited.”
- ◆ Setting high, but realistic expectations.
- ◆ Creating positive learning environments.
- ◆ Providing feedback on performance.
- ◆ Giving students more opportunities to respond and question.



Teachers can increase motivation by:




- ◆ Helping students set goals.
- ◆ Using instructional objectives.
- ◆ Reinforcing learning by offering praise and criticism sparingly.
- ◆ Providing encouragement rather than praise.

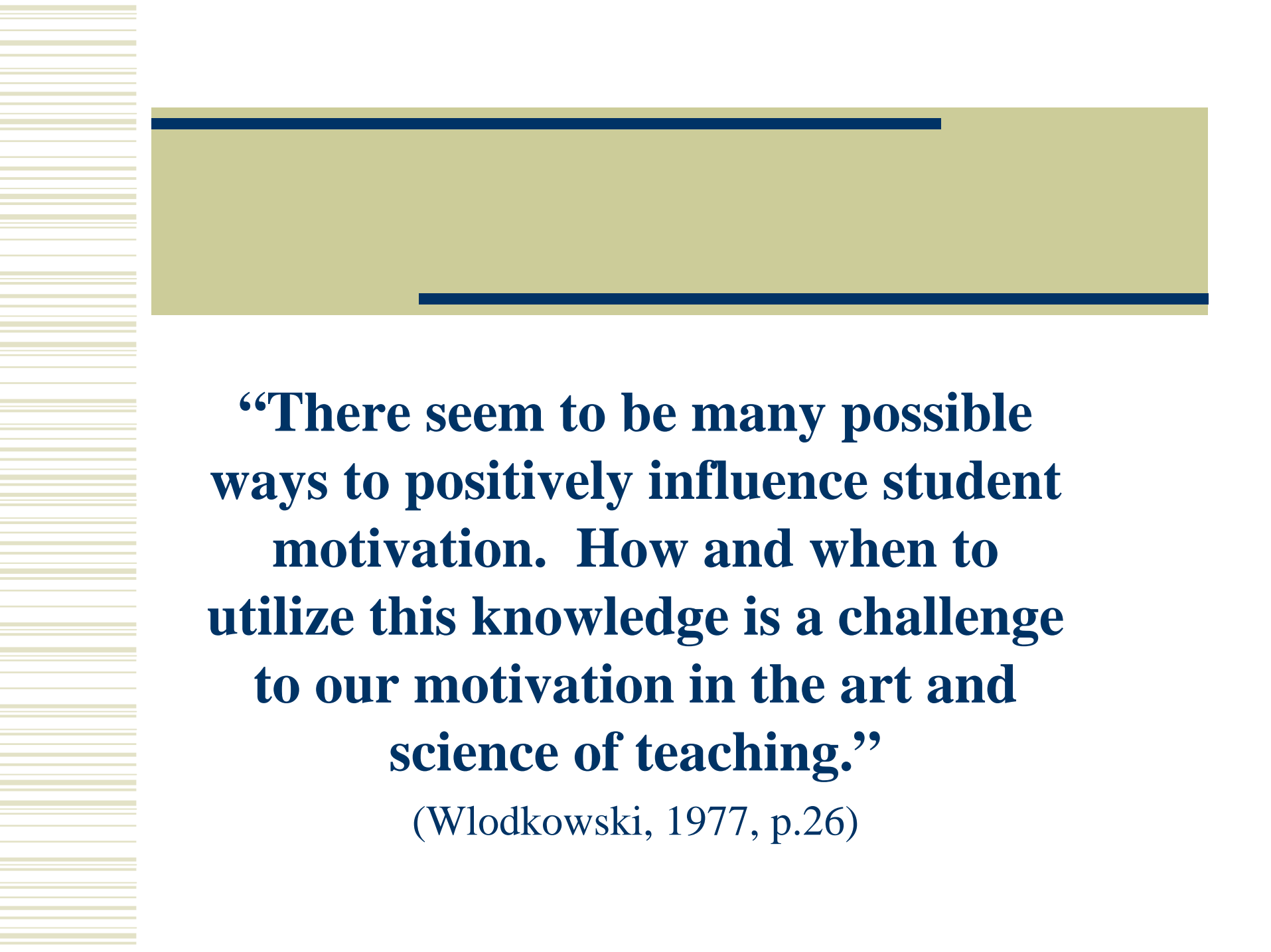


Teachers can increase motivation by:

- ◆ Providing tasks within students' range of challenge but above their current achievement level.
- ◆ Using puzzlement, confusion, perplexity, and indeterminacy in learning experiences.



Good teaching and a mental contribution by the learner are both necessary for achievement.



“There seem to be many possible ways to positively influence student motivation. How and when to utilize this knowledge is a challenge to our motivation in the art and science of teaching.”

(Wlodkowski, 1977, p.26)