Motivation and Learning

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Learning Goals

• Explain the difference between intrinsic and extrinsic motivation.
• Explain the three psychological needs according to self-determination theory, and what educators can do to foster those needs.
• Explain the process of self-regulation, including what makes an effective goal and how to teach study strategies.
Importance of Motivation

• Students with positive motivation in school:
  – Have positive attitudes toward school
  – Cause few behavioral problems
  – Develop a deep understanding of the material
  – Persist on difficult assignments
  – Excel in academics

Importance of Motivation

• Studying motivation can help educators by:
  – Promoting students’ engagement in the classroom
  – Fostering motivation to help students develop their academic skills
  – Creating a classroom environment that supports students’ motivational needs
Motivation Introduction

- **Motivation**: Selection, energization and direction of behavior
  - Selection: **WHAT** you choose to do
  - Energization: **EFFORT** put into the behavior
  - Direction: **HOW** you engage in behavior
- **Intrinsic Motivation**: Do an activity for inherent satisfaction in the activity
- **Extrinsic Motivation**: Do for a reason external to the activity

**Motivation Continuum**

- **Extrinsic Motivation**
  - External Regulation: Rewards & Punishments
  - Introjected Regulation: An internal social voice regulates behavior through shame and guilt
  - Integrated Regulation: Motivation is integrated into one’s beliefs and values

- **Intrinsic Motivation**
Motivation Introduction

Intrinsically Motivated Learners
- Learn material more meaningfully
- Perform better in school
- Persist in the face of challenges
- Are more curious

Extrinsically Motivated Learners
- Conform their behavior to teachers desires in the short-term
- Positive behaviors stop when external rewards stop
- Focus only on passing exams, NOT understanding what is learned

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Motivation Introduction

- There are two approaches to motivating others:
  - **Behaviorist** approaches to motivation assume that people lack motivation
    - The role of the teacher is to provide motivation on behalf of the student
    - This results in extrinsic motivation in the form of rewards and punishments
  - **Self-Determination Theory** assumes that intrinsic motivation is inherent to humans
    - The role of the teacher is to create a learning environment that supports intrinsic motivation
Basic Motivational Principles

• Make lessons interesting
  – Use concrete objects to demonstrate lessons
  – Use analogies: Relate what is taught to something similar that is well-known
  – Tell stories to demonstrate concepts
  – Ask students for their relevant experiences
• Provide a rationale for uninteresting tasks
• Make uninteresting tasks fun

Self Determination Theory

• Three psychological needs must be met for students to be intrinsically motivated in school:
  1. **Relatedness**: Students feel close and connected to the teacher and other students
  2. **Competence (Success)**: Students feel that they are successful in school
  3. **Autonomy (Choice)**: Lessons should match students’ choices of interests and beliefs

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Relatedness

- Students who feel valued by their teachers:
  - Accept the values and goals that the teachers hold
  - Work harder to learn
- Teachers show they value students when they:
  - Talk to the students
  - Listen to students' concerns
  - Assist the students with their class work
  - Communicate fairness in grading and class policies
  - Provide positive feedback to students

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Competence (Success)

- To foster feelings of success:
  - Provide feedback
    - Provide feedback about what pupils are doing well
    - Provide feedback about what pupils are doing incorrectly PLUS what they can do to improve
      - Students sometimes learn more from mistakes than from correct answers
    - Provide feedback promptly

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Competence (Success)

- To foster feelings of success:
  - Provide **optimal challenges**: The level of the activity matches students’ ability to perform the task
  - Before a lesson, ask three questions:
    - *Do my pupils have the ability to learn this information?*
    - *Is this information too simple for the students?*
    - *Do my pupils have the background knowledge necessary to master this information?*

Autonomy (Choice)

- Structure lessons and class activities to support students:
  - Interests
  - Needs
  - Preferences
  - Personal goals
Autonomy (Choice)

• To foster students’ choice:
  – Understand students’ perspective
    • What are the students’ interests, goals, needs, and challenges?
    • Develop lessons based on students’ interest
  – Provide the meaningful learning goals for all lessons and rules
    • Why is this lesson important for students to learn?
  – Communicate non-controlling, positive feedback
    • Take students’ perspective when:
      – Students perform poorly
      – Students misbehave
    • Encourage the students to persevere instead of being harsh

Self Determination Theory Conclusion

• For a learning environment that fosters students’ natural curiosity and desire to learn:
  – Material to be learned must be interesting and relevant for students
  – Autonomy: Make learning interesting by teaching based on students’ interests, needs, and natural curiosity
    • Use your creativity to make uninteresting tasks fun
    • Provide a rationale for uninteresting tasks
  – Relatedness: Build positive relationships with students
  – Competence: Help students to have successful experiences in education
Self Regulation

- **Self-Regulation**: The process of accepting responsibility and control for one’s learning

- Self Regulated Learners:
  1. Set goals for their learning
  2. Implement appropriate strategies to meet their goals
  3. Monitor their progression toward their goals

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Goals

• **Goal**: Outcome one is striving to accomplish

• Four properties influence the effectiveness of the goal
  1. Time to achieve the goal: Short vs. Long-term
  2. Generality of the goal: General vs. Specific
  3. Difficulty of the goal: Easy vs. Difficult
  4. Orientation of the goal: Mastery vs. Performance

Goal Generality

• Best goals are:
  - **Specific**: Define exactly how to achieve
    - Opposed to: *Do your best*
  - **Difficult**
Goal orientation

- **Mastery:** Develop or improve competence
  - Seek challenges
  - Persist with difficulty
  - Higher intrinsic motivation

- **Performance:** Prove competence to others
  - Choose tasks that can win at
  - Avoid challenges
  - Affects performance

Goals

1. One of my goals is to master a lot of new teaching skills in EAPY 556.
2. It is important to me that I thoroughly understand the content in EAPY 556.
3. One of my goals is to show others that I am good at my class work.
4. It is important to me that I learn a lot of new concepts in EAPY 556 this year.
5. It is important to me that other students in EAPY 556 think I am good at my class work.
6. One of my goals is to show others that class work is easy for me.
7. It is important to me that I improve my teaching skills in EAPY 556.
8. One of my goals is to look smart in comparison to other students in my class.
9. One of my goals in EAPY 556 is to learn as much as I can.
10. It is important to me that I look smart when compared to other students.
Make Plans to Meet Goals

• Specifically when, where, how, and for how long will you work to achieve the goal?
• How will you overcome obstacles to your goal?
• The more difficult the goal, the more important it is to make a plan about how to achieve the goal.

Monitor Progress to Goals

• Midway to the goal’s end, evaluate your progress in achieving your goal
  – Are you following your plan?
  – What changes need to be made to your plan to achieve the goal?
  – What unexpected challenges have you faced? How will you solve those problems?
Evaluate Performance

• After the goal, as yourself:
  – Did I meet my goal?
    • What helped me meet my goal?
    • OR: What prevented me from meeting my goal?
    • What is my new goal?
    • What did I learn that I should do to help me meet this goal?

Self Regulation Strategies

• Strategies for achieving self regulation are developed by:
  – Direct instruction of study strategies
  – Modeling positive learning strategies
  – Coaching of when to apply particular study strategies
Teaching Study Strategies

• Few students develop good study strategies independently, so educators need to be more purposeful in teaching study skills

• Procedure for teaching study skills:
  1. Develop and activate prerequisite skills
  2. Teach the strategy
     • Explain the benefits of the strategy
     • Explain the steps of the strategy
  3. Model the strategy
  4. Help the students memorize the strategy
  5. Provide scaffolding as students use the strategy
     • Reminders, Feedback, Remodeling
  6. Provide independent practice in the strategy

Study Strategies: Reviewing Notes

• **RCRC**: Improve memory and comprehension of content (Archer & Gleason, 1989)
  – Read: the material twice
  – Cover: the material with your hand
  – Recite: Summarize what you have read
  – Check: lift your hand to check
    • If you forget something important, begin again

• Resources for other study strategies:
  – [www.unl.edu/csi/study/shtml](http://www.unl.edu/csi/study/shtml)