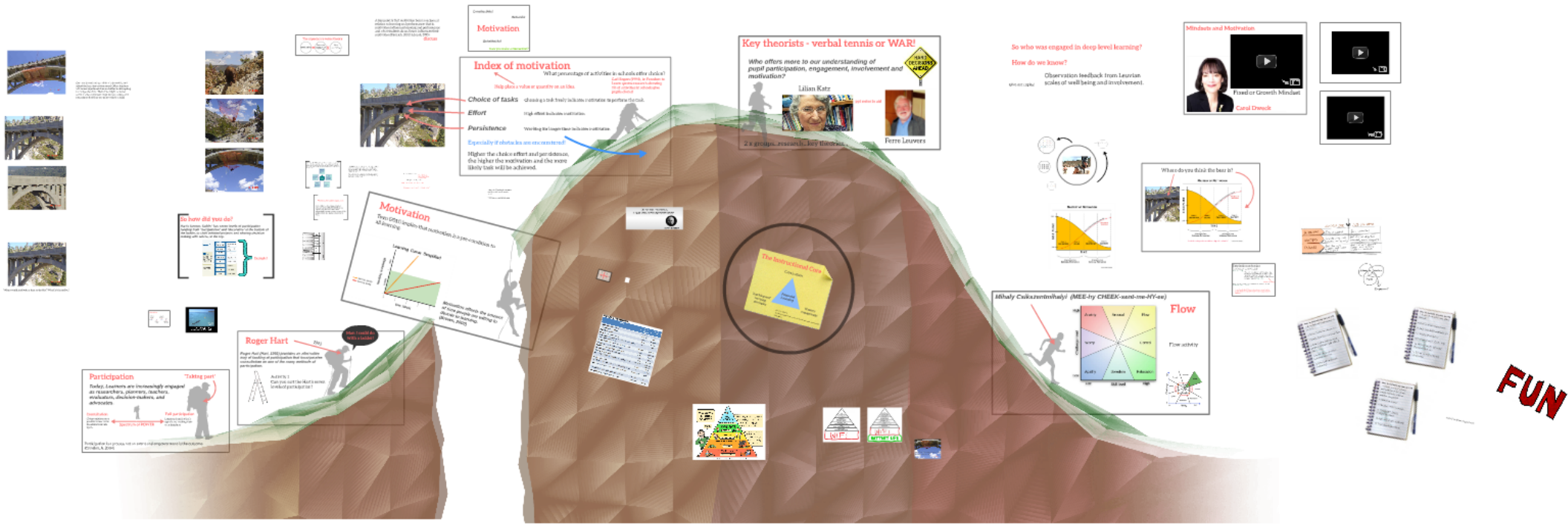
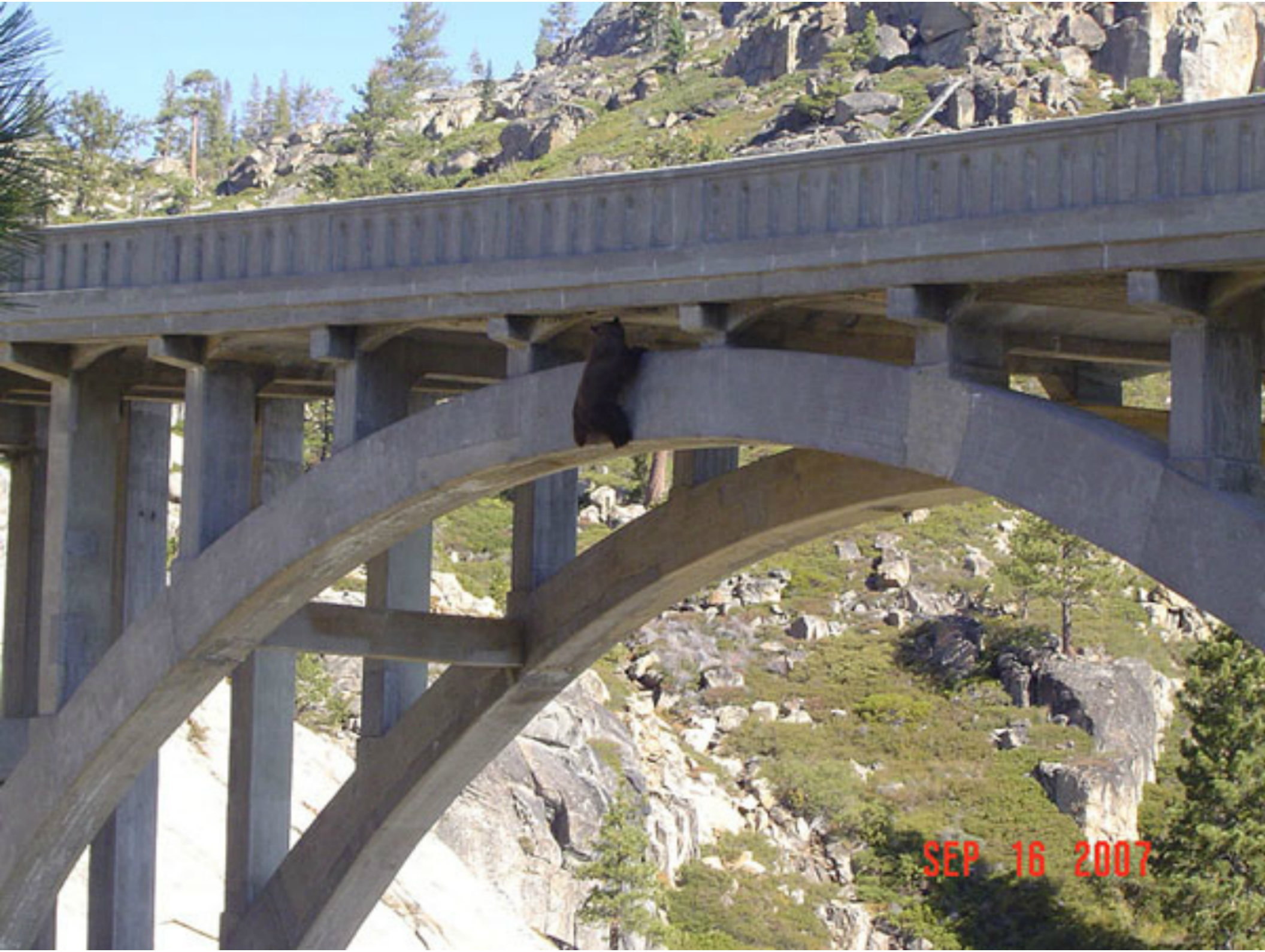
Motivation

Pupil participation, engagement and involvement.






SEP 15 2007


SEP 16 2007


SEP 16 2007

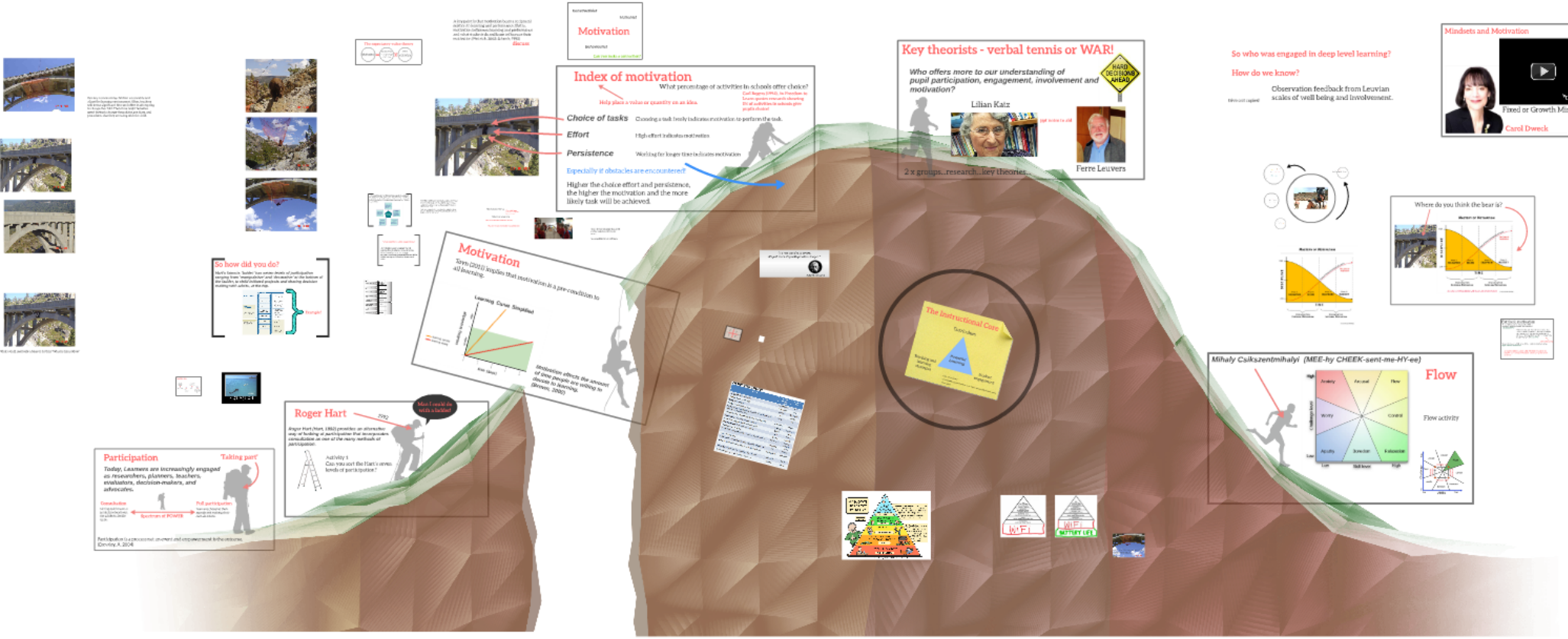

SEP 16 2007


SEP 16 2007


SEP 16 2007

Motivation

Pupil participation, engagement and involvement.



Give yourself a score out of 10 for...

...the extent of your expected success in this session.

...how highly you value today's learning.

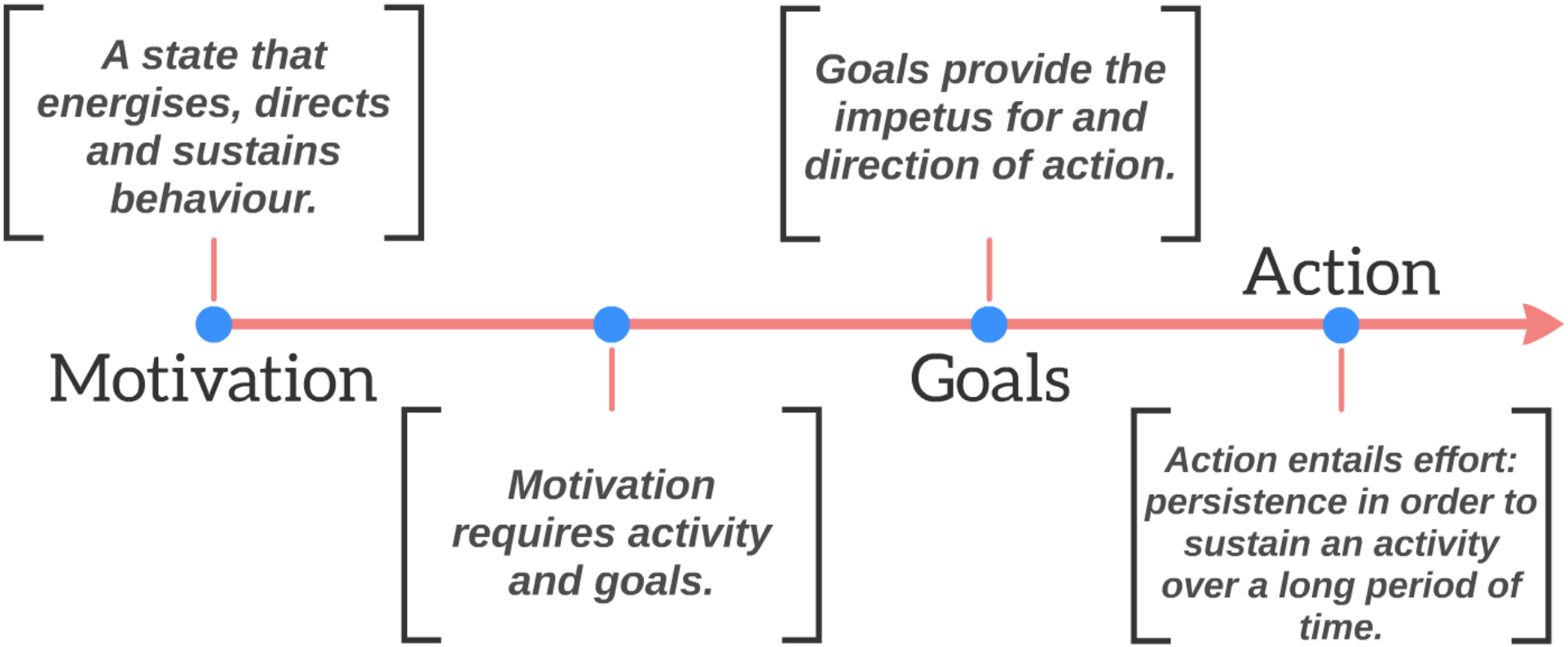
sshhhhhh! Don't tell!

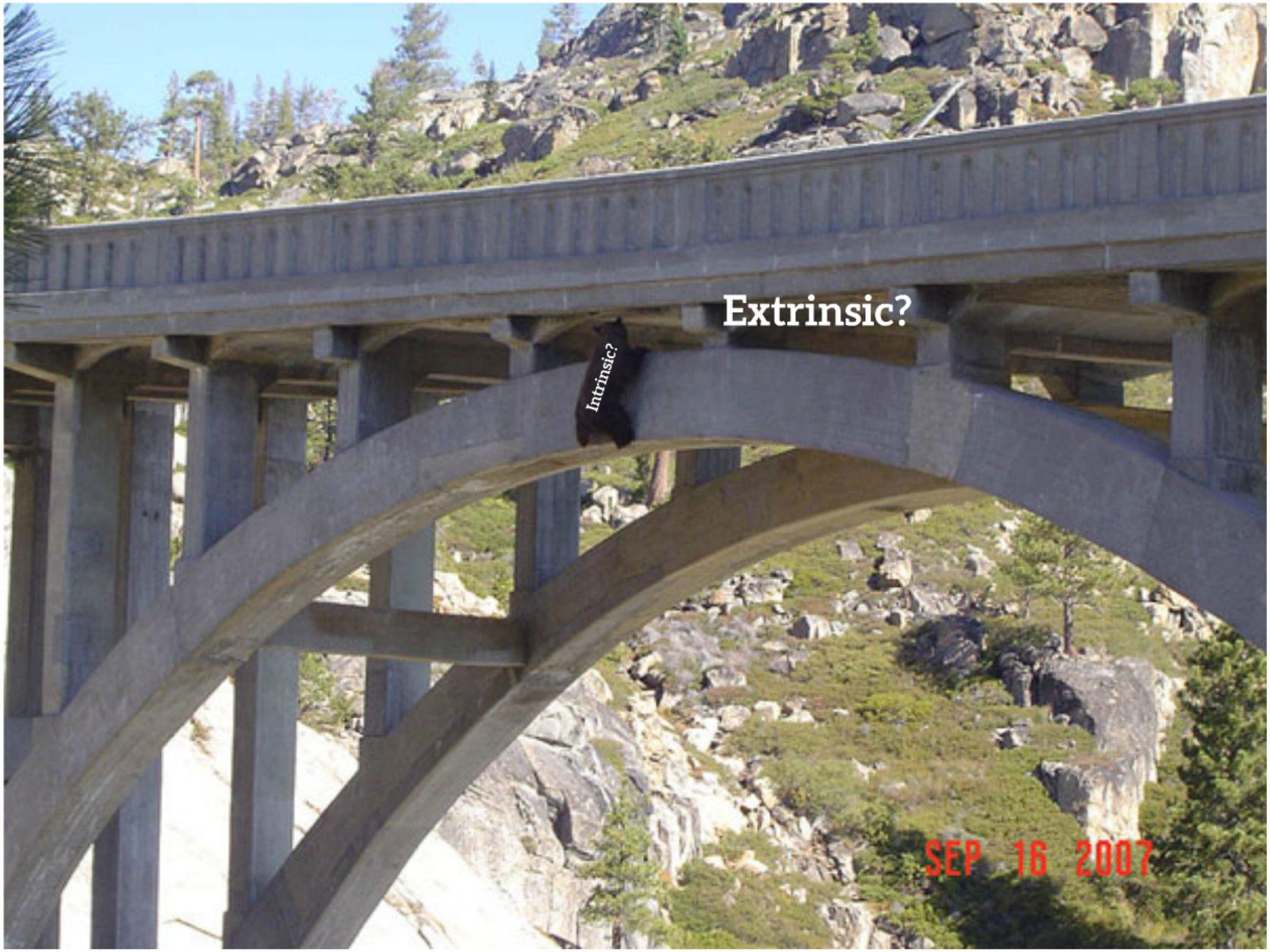


MOTIVATION

If there is a better reason to paddle, I don't know what it is.

Motivation


A state that energises, directs and sustains behaviour.
Goals provide the impetus for and direction of action.
Action
Motivation
Goals
Motivation requires activity and goals.
Action entails effort: persistence in order to sustain an activity over a long period of time.

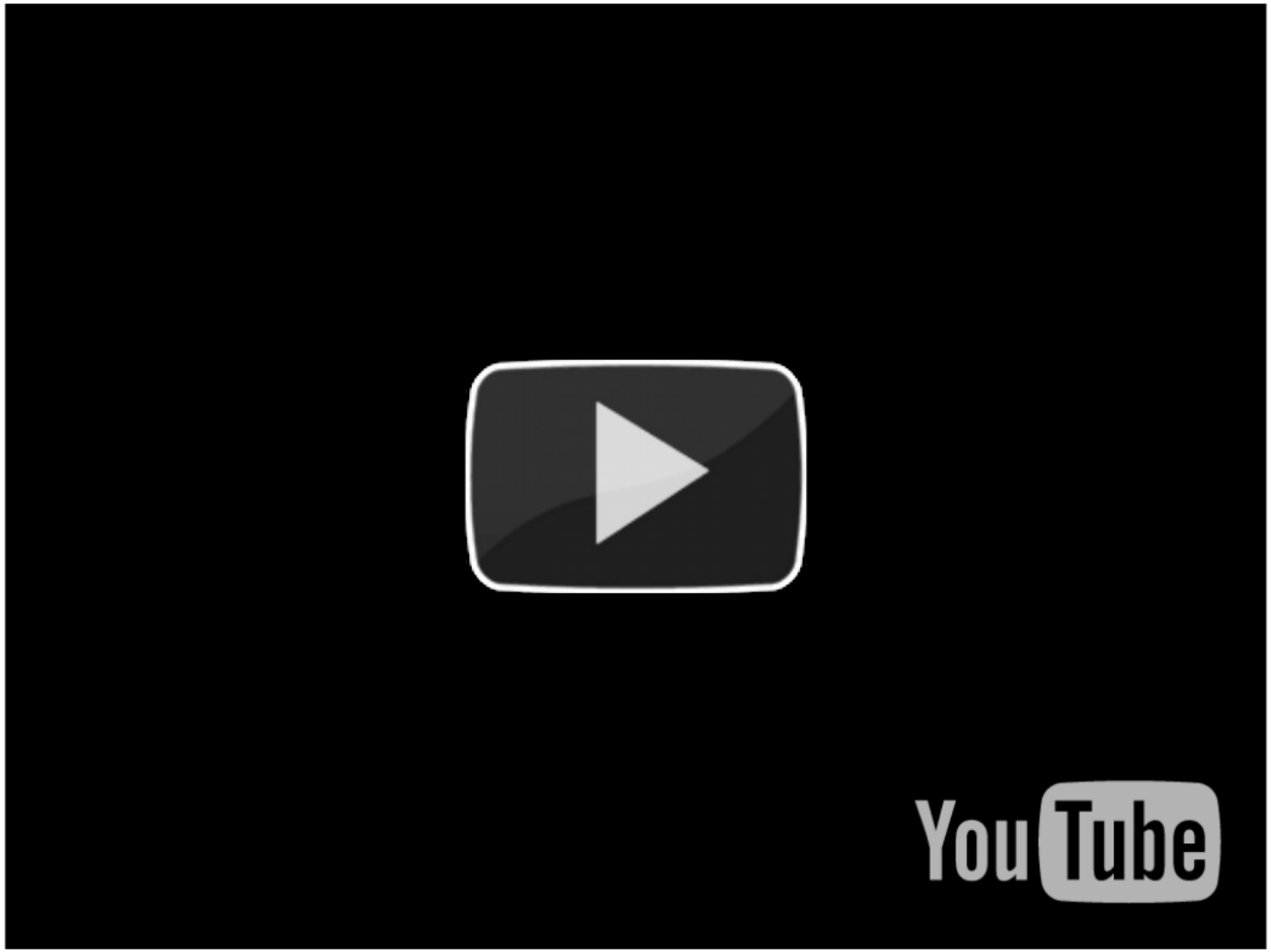


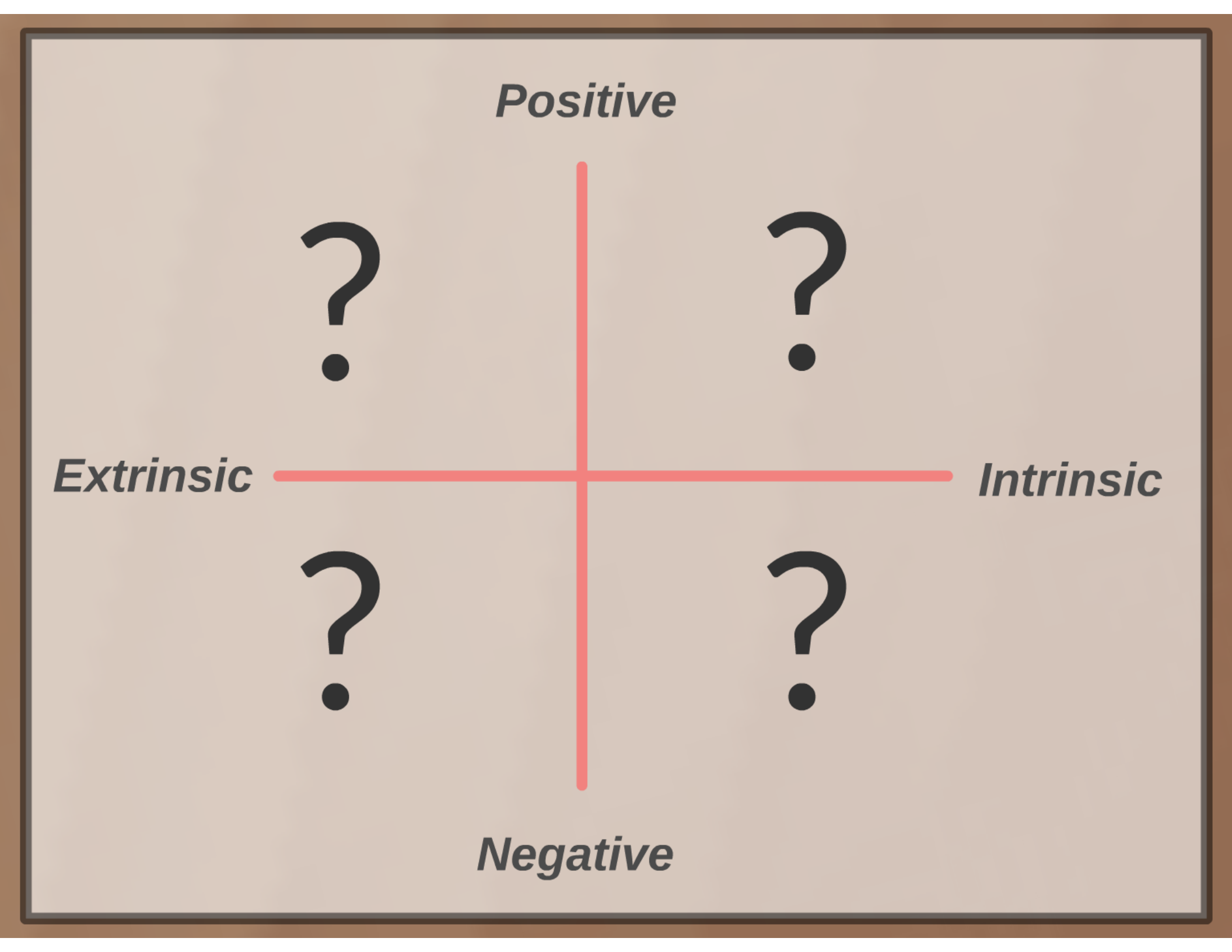
What would motivate a bear to do this? What is his motive?


Extrinsic?
Intrinsic?

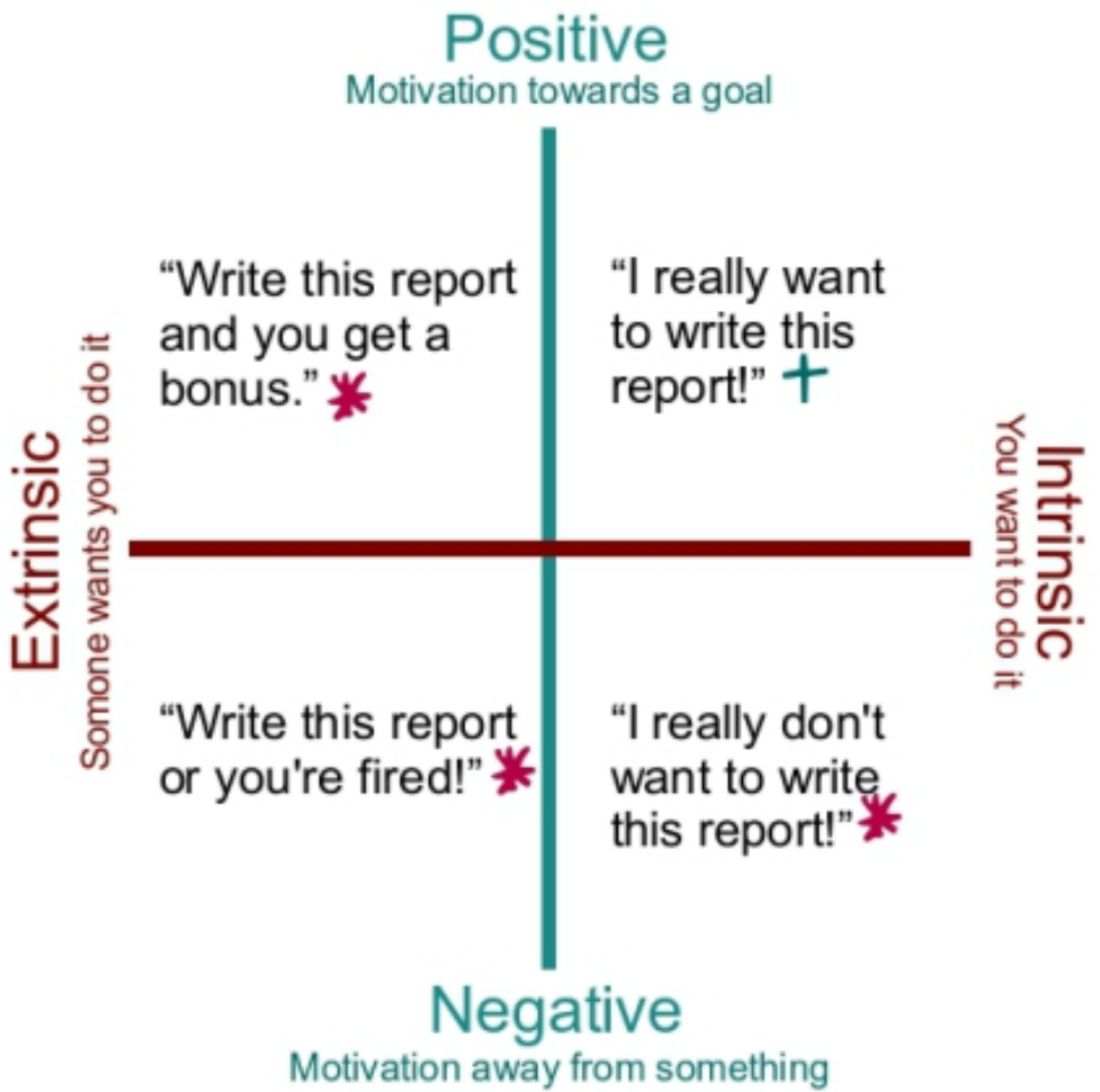
STEVEN REISS 16 BASIC DESIRES MODEL

Motive	Intrinsic Feeling (Positive)	Intrinsic Value
Acceptance: Desire for approval	Self-confidence	Self
Curiosity: Desire for knowledge	Wonderment	Ideas
Eating: Desire for food	Satiation	Sustenance
Family: Desire to raise own children	Love	Children
Honor: Desire to obey a traditional moral code, loyal to the traditional values of one's clan/ethnic group	Loyalty	Duty
Idealism: Desire to improve society (including altruism, justice)	Compassion	Fairness
Independence: Desire for individuality, autonomy	Freedom	Self-reliance
Order: Desire to organize (including desire for ritual)	Comfort	Stability
Physical Exercise: Desire to exercise muscles	Vitality	Fitness
Romance: Desire for courting	Ecstasy	Sensuality
Power: Desire to influence (including leadership, related to mastery)	Self-efficacy	Achievement, Leadership
Saving: Desire to collect	Ownership	Frugality
Social Contact: Desire for peer companionship, friends (desire to play)	Fun	Belonging
Status: Desire for social standing/importance (desire for attention)	Self-importance	Reputation
Tranquility: Desire for inner peace, safety (avoid anxiety, fear)	Relaxation	Caution
Vengeance: Desire to get even (including desire to win)	Vindication	Winning

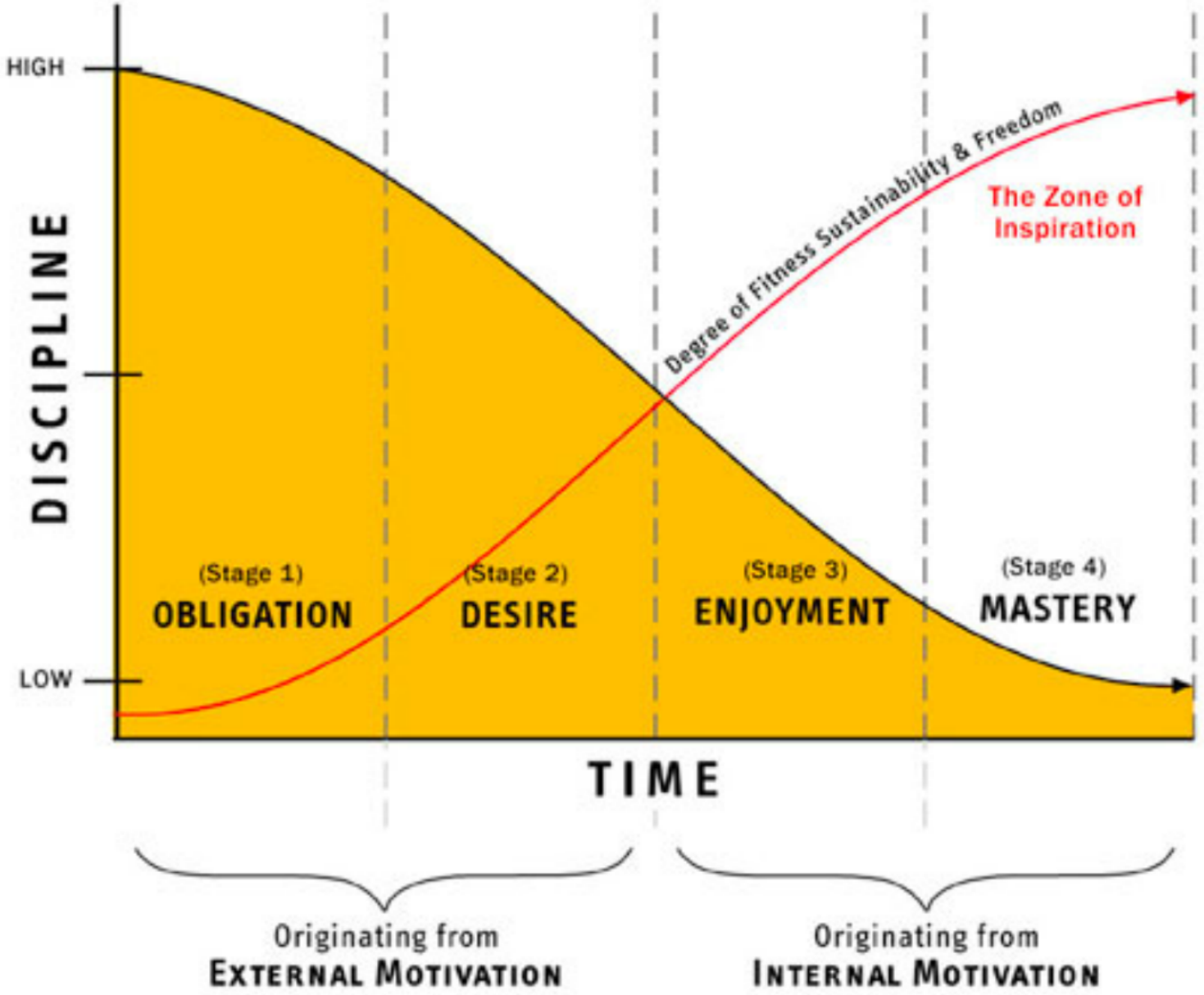

YouTube


Positive
Extrinsic
Intrinsic
Negative
?
?
?
?

4 kinds of motivation

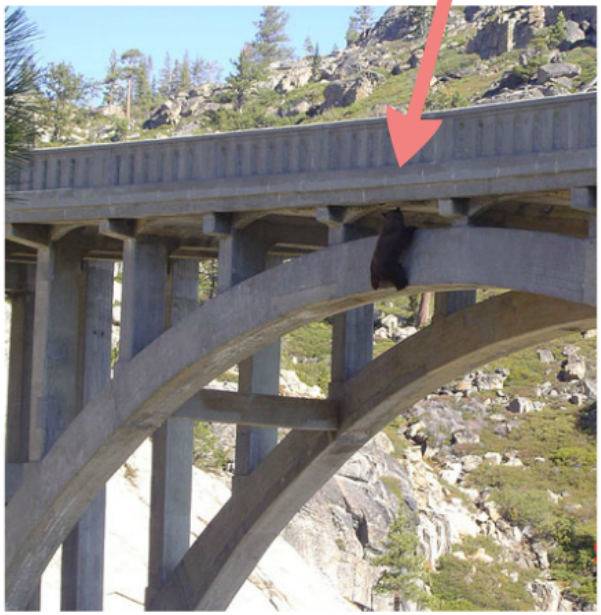


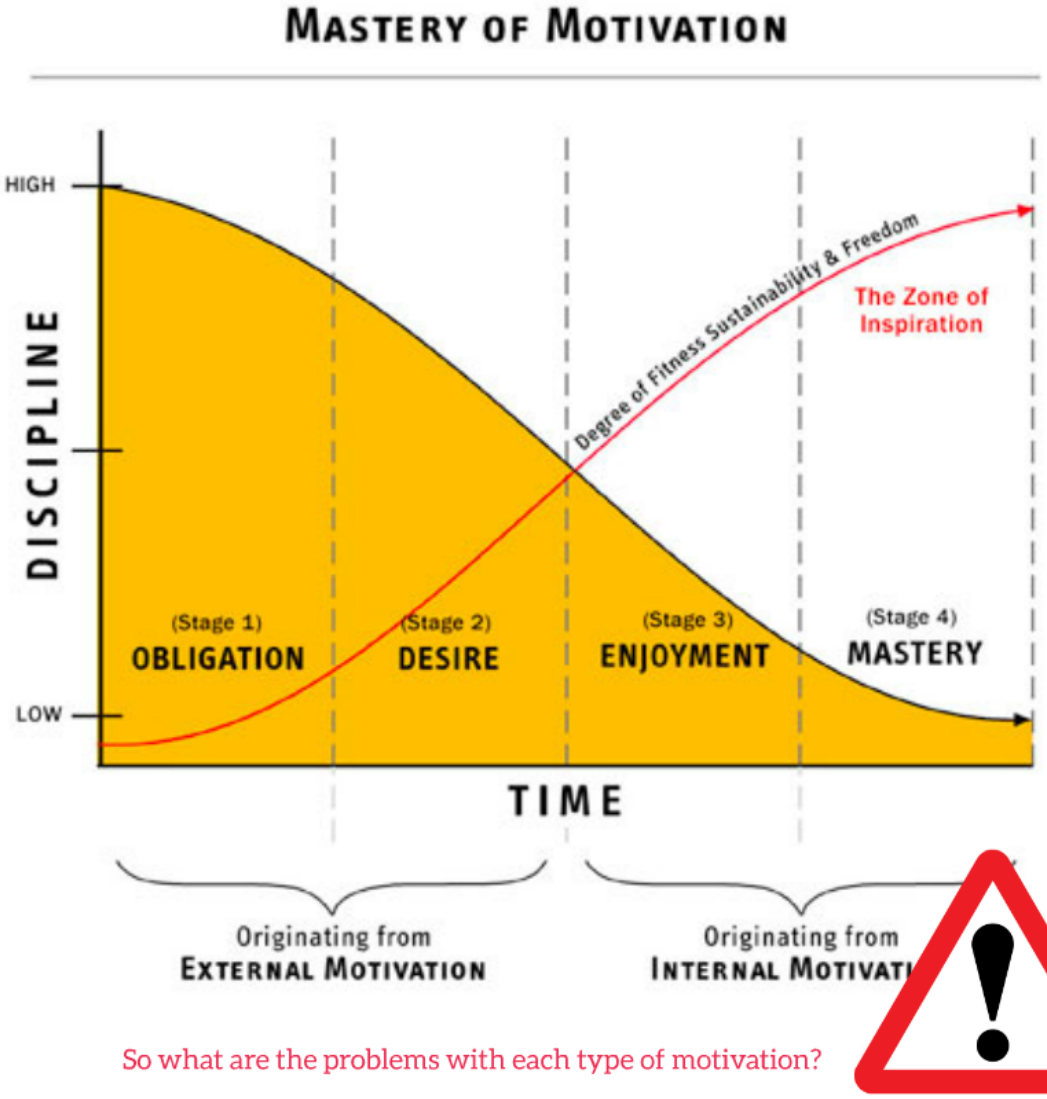
Mastery of Motivation



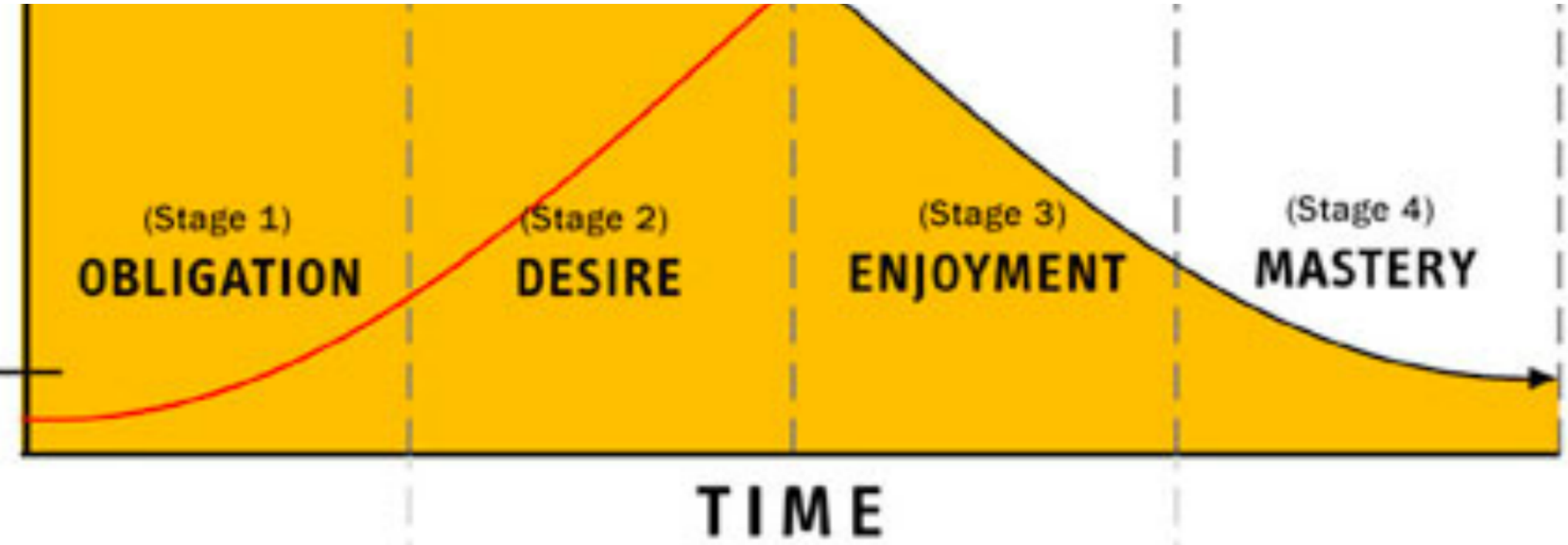
© 2007 Shawn Phillips

Where do you think the bear is?





So what are the problems with each type of motivation?



Originating from
EXTERNAL MOTIVATION

Originating from
INTERNAL MOTIVATI



So what are the problems with each type of motivation?

Extrinsic motivation



First and foremost, studies have shown that extrinsic rewards do not produce changes that are permanent.
Ryan and Deci (1996)

"The fact is that extrinsic motivators do not alter the attitudes that underlie our behaviors. They do not create an enduring commitment to a set of values or to learning; they merely, and temporarily, change what we do". Kohn (1993)

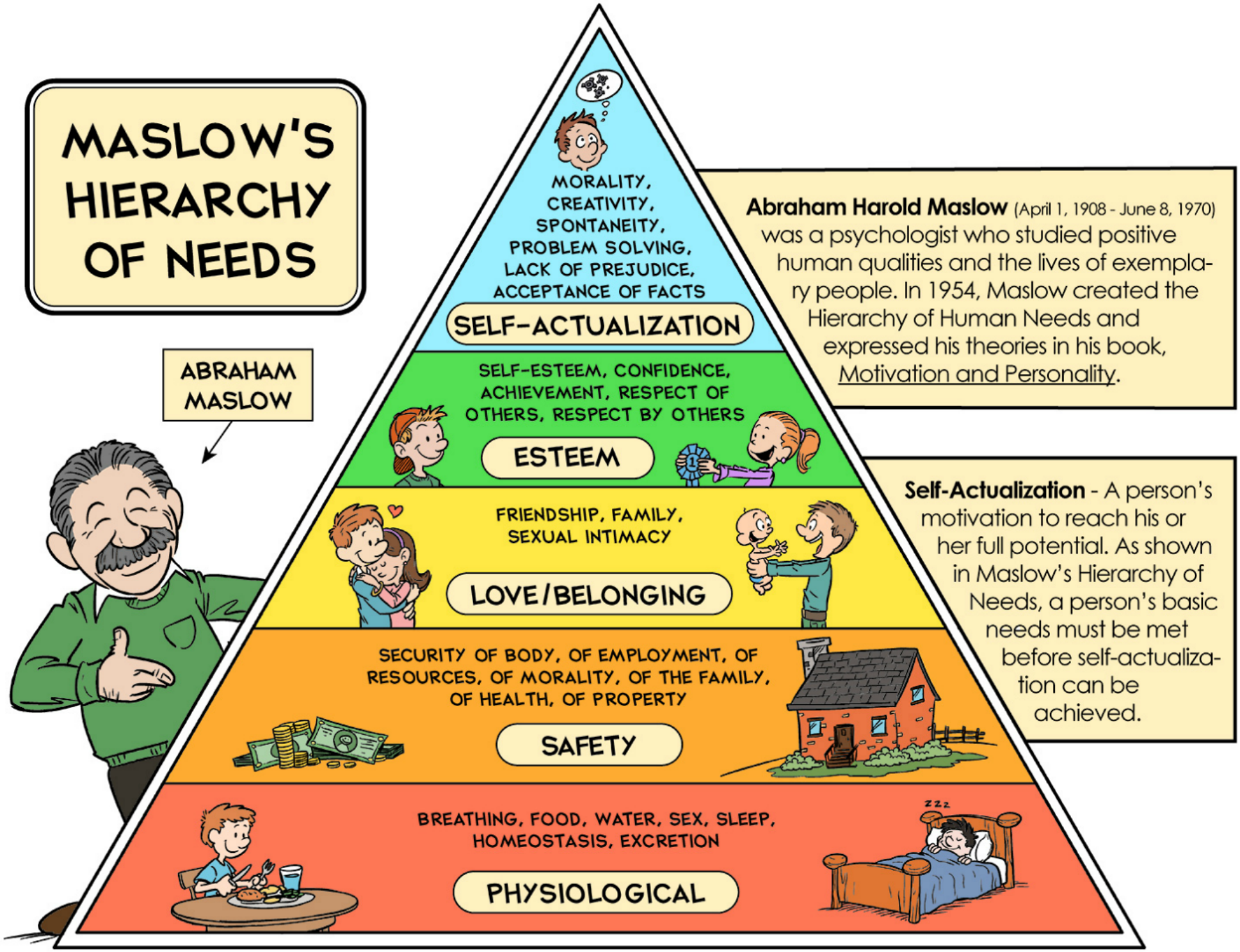
Is this a bad thing?

Extrinsic rewards can actually reduce children's intrinsic interest in something.
Lepper, Greene, and Nisbett (1973)

If teachers bribe children with extrinsic rewards to do something in school, then what is that saying about the activity?


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MASLOW'S HIERARCHY OF NEEDS



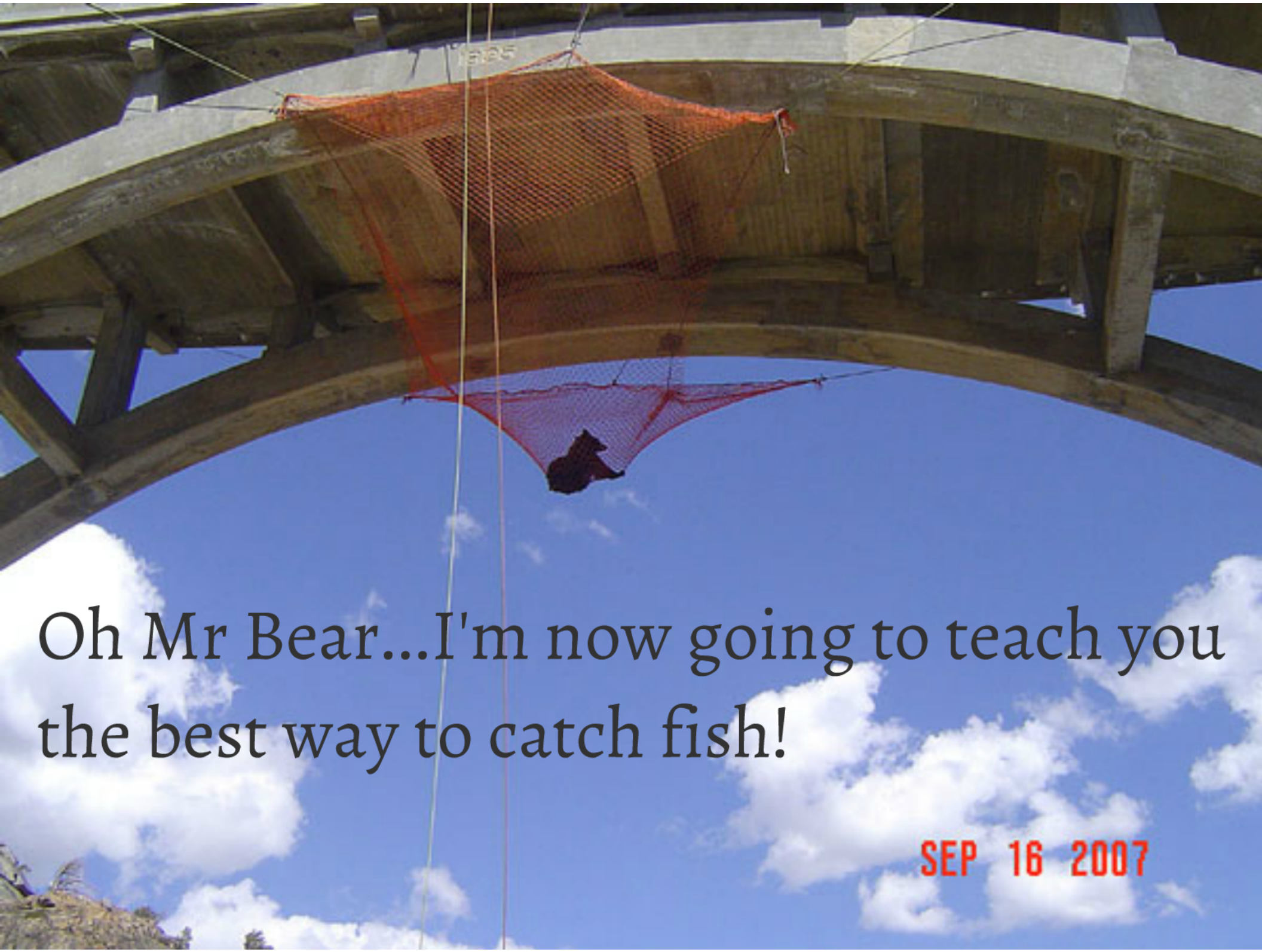
Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

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SELF-
ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment
SELF-ESTEEM
Achievement Mastery
Recognition Respect
BELONGING - LOVE
Friends Family Spouse Lover
SAFETY
Security Stability Freedom from Fear
PHYSIOLOGICAL
Food Water Shelter Warmth
WiFi


SELF-
ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment
SELF-ESTEEM
Achievement Mastery
Recognition Respect
BELONGING - LOVE
Friends Family Spouse Lover
SAFETY
Security Stability Freedom from Fear
PHYSIOLOGICAL
Food Water Shelter Warmth
WiFi
BATTERY LIFE

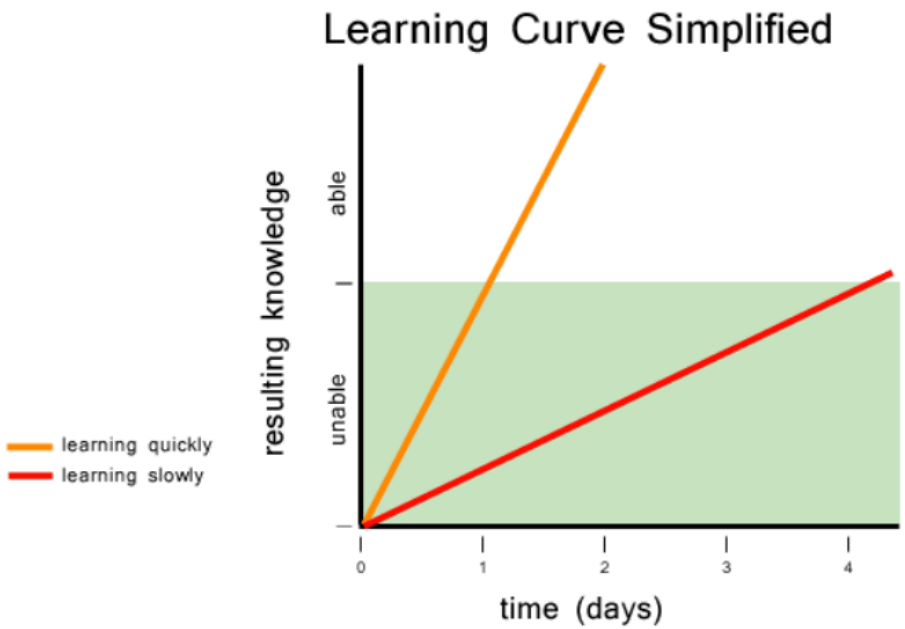

Oh Mr Bear...I'm now going to teach you the best way to catch fish!
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A key point is that motivation bears a reciprocal relation to learning and performance; that is, motivation influences learning and performance and what students do and learn influences their motivation (Pintrich, 2003; Schunk, 1995)

discuss

Motivation

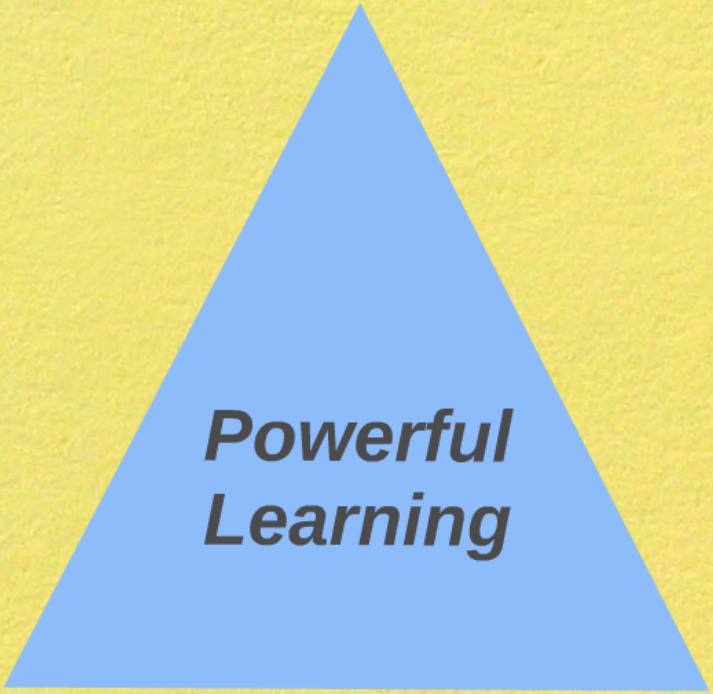
Toyn (2011) implies that motivation is a pre-condition to all learning.



Motivation affects the amount of time people are willing to devote to learning. (Brown, 2000)

The Instructional Core

Curriculum



Teaching and learning strategies

Student engagement

Friday, 30 October 2009

Confronting the Elephant in the Classroom strategies for addressing the instructional core

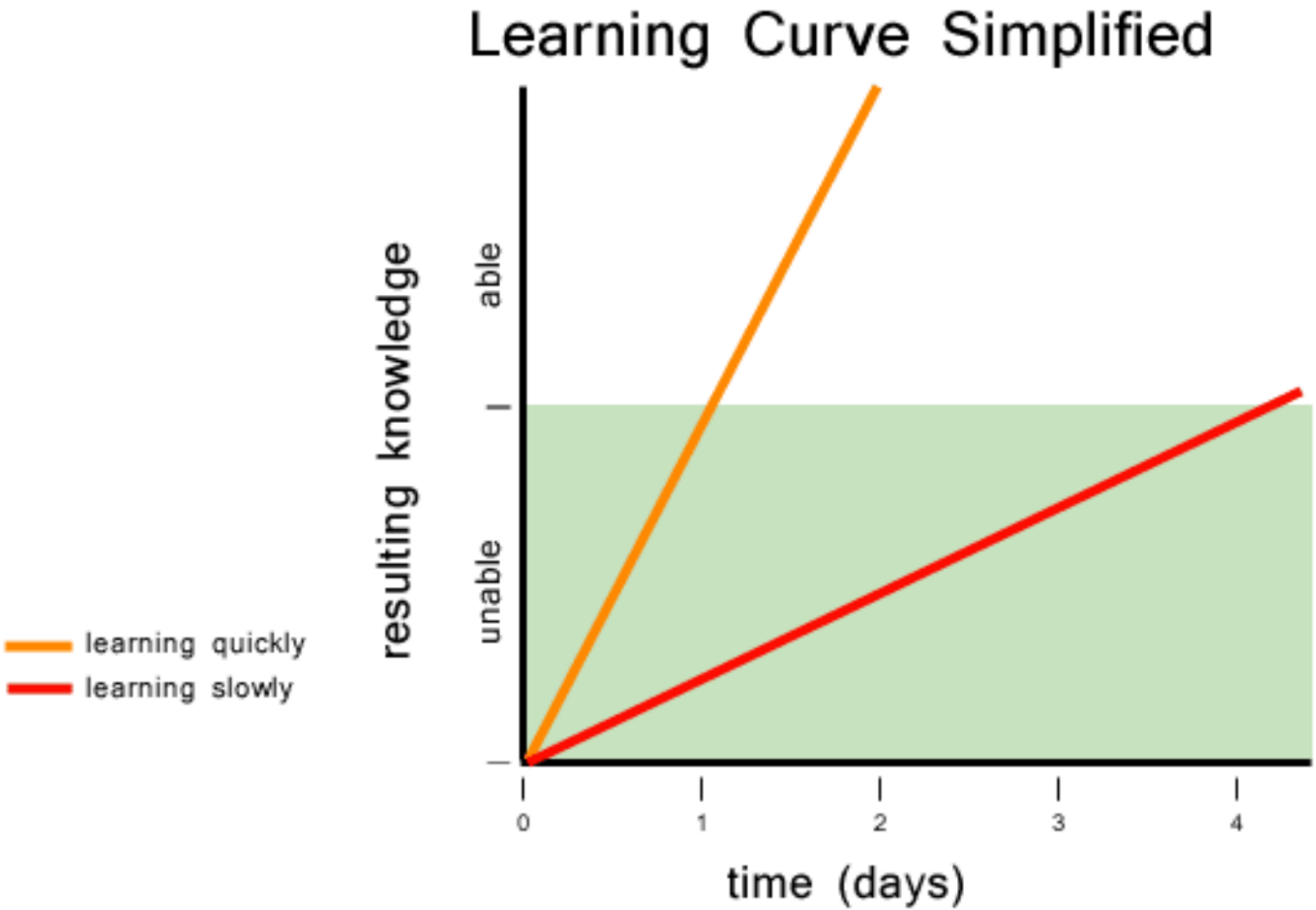
David Hopkins

Motivation affects the amount of time people are willing to devote to learning.
(Brown, 2000)

“It's not that I'm so smart,
it's just that I stay with problems longer.”



Albert Einstein


Learning Curve Simplified
resulting knowledge
able
unable
learning quickly
learning slowly
0
1
2
3
4
time (days)

How do you know a child is motivated?

Behaviourist

Can you make a connection?

Index of motivation

What percentage of activities in schools offer choice?

Carl Rogers (1994) , in Freedom to Learn quotes research showing 1% of activities in schools give pupils choice!

Help place a value or quantity on an idea.

Choice of tasks Choosing a task freely indicates motivation to perform the task.

Effort High effort indicates motivation

Persistence Working for longer time indicates motivation

Especially if obstacles are encountered!

Higher the choice effort and persistence, the higher the motivation and the more likely task will be achieved.

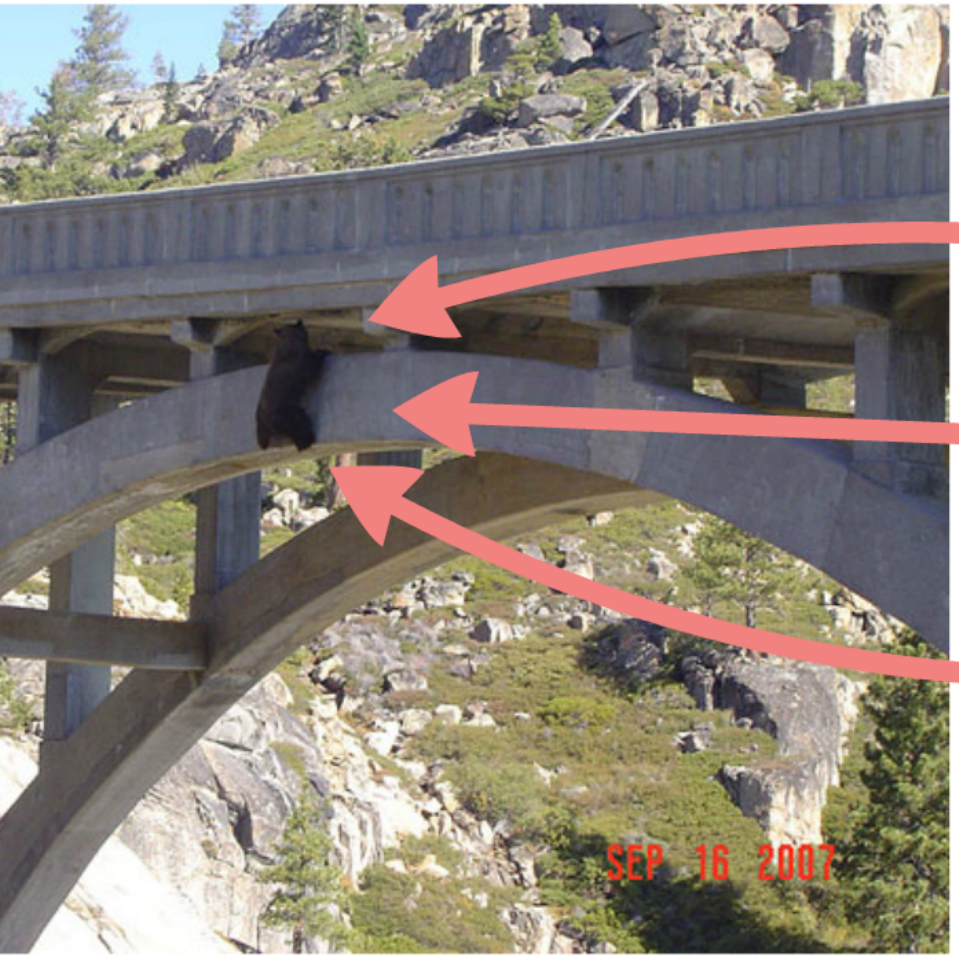


Using the 20 principle discussed earlier...what would you do next?

www.padlet.com/uwtsd/eppp

Index of m

Help place a va



Choice of tasks

Effort

Persistence

Especially if obstacles

Higher the choice effo
the higher the motiva
likely task will be achi

Constructivist

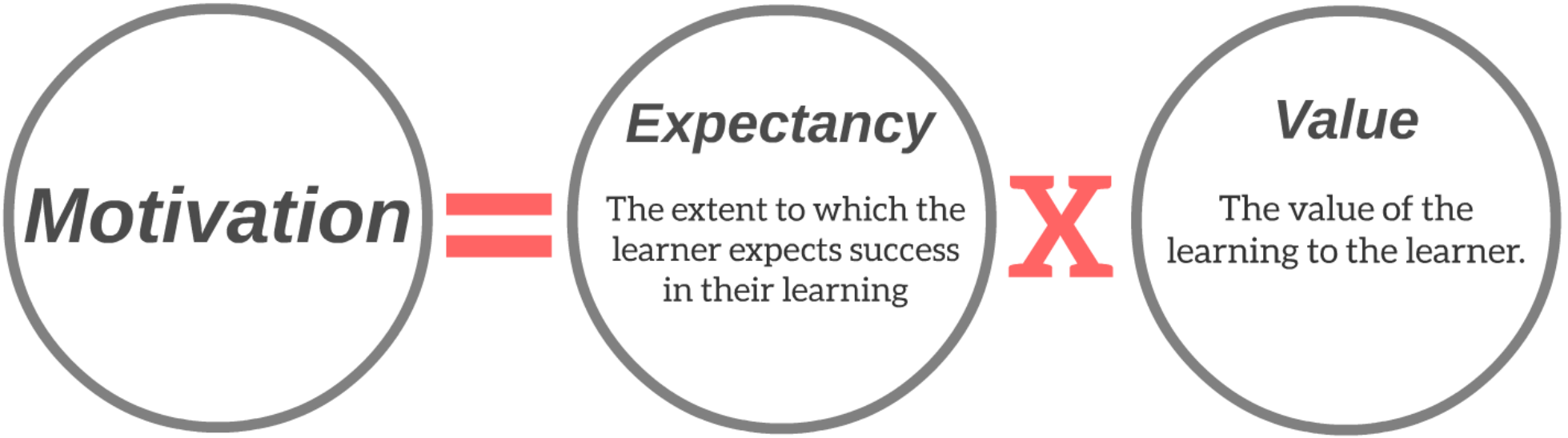
Humanist

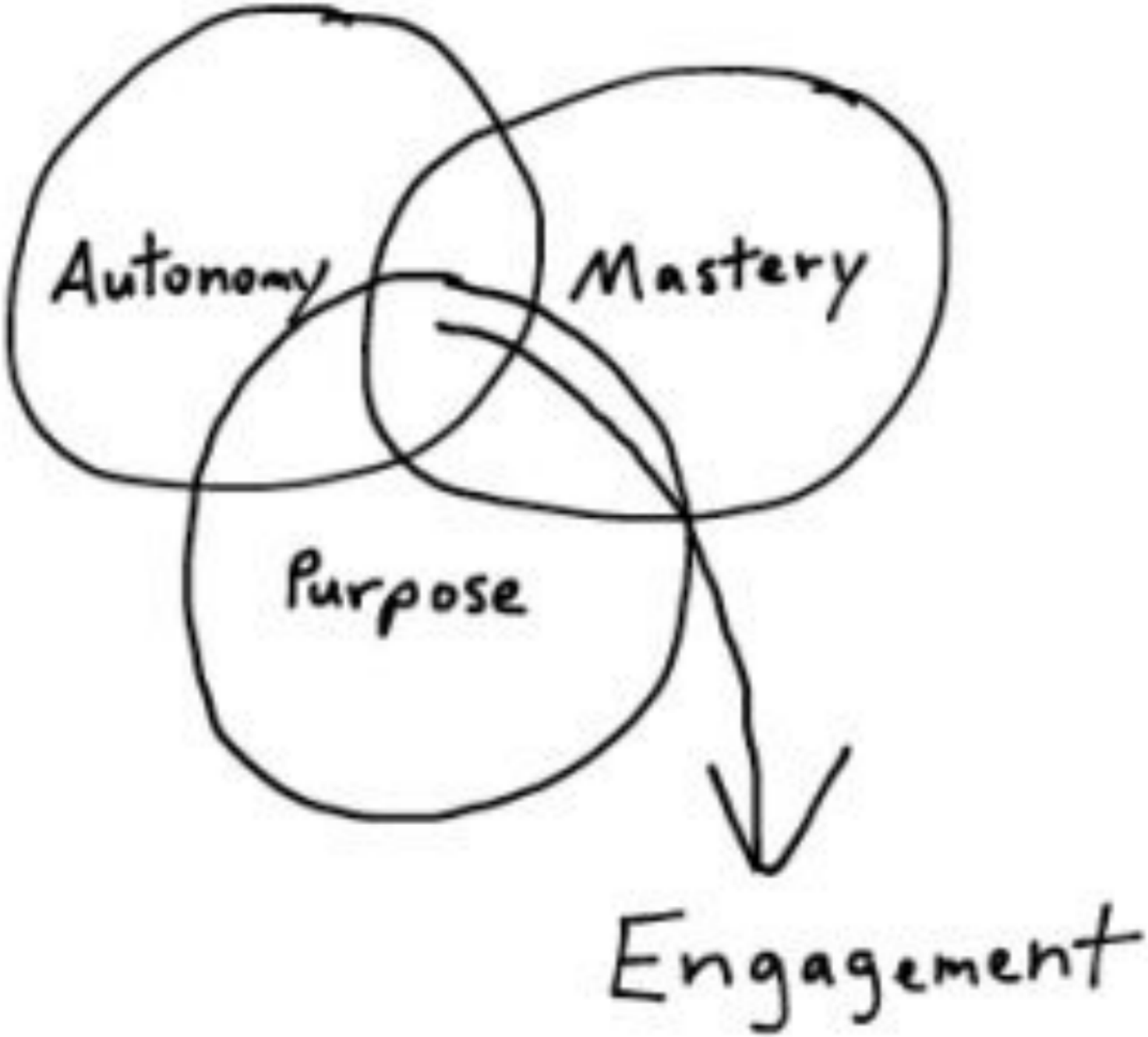
Motivation

Behaviourist

Can you make a connection?

The expectancy-value theory



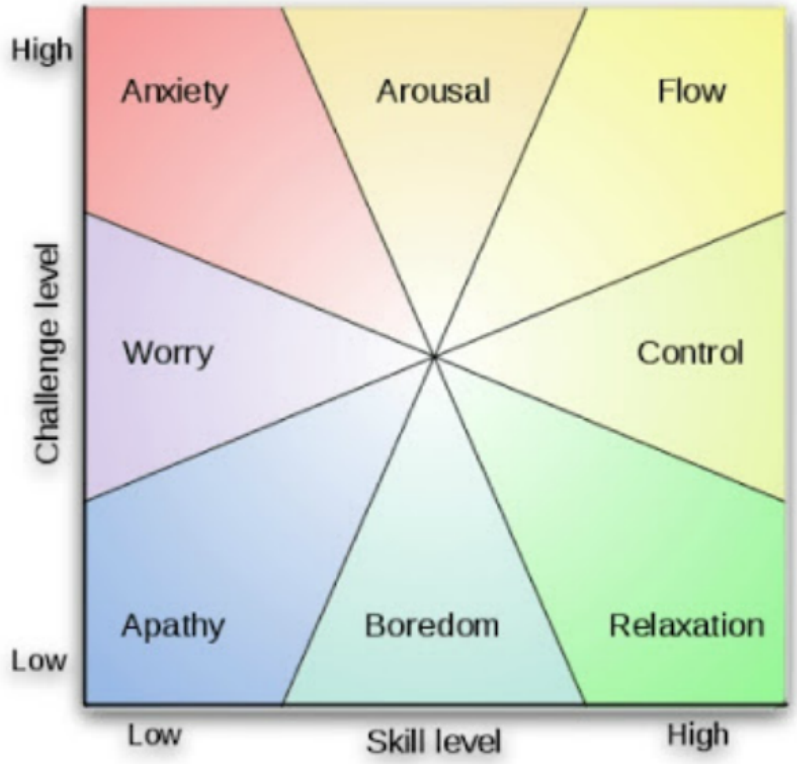

Autonomy
Mastery
Purpose
Engagement

	JOB YOU LOVE	VS	JOB YOU HATE
AUTONOMY	feel in control		feel controlled
MASTERY	feel like using full potential and growing		feel like not using full potential; growth stagnated
PURPOSE	feel like work matters and makes an impact		feel like work doesn't matter and doesn't make an impact



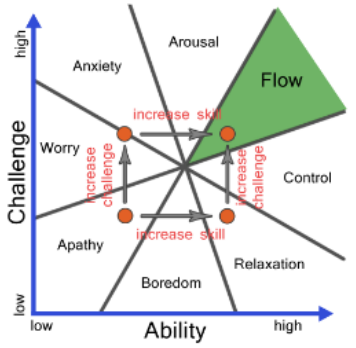
Mihaly Csikszentmihalyi (MEE-hy CHEEK-sent-me-HY-ee)

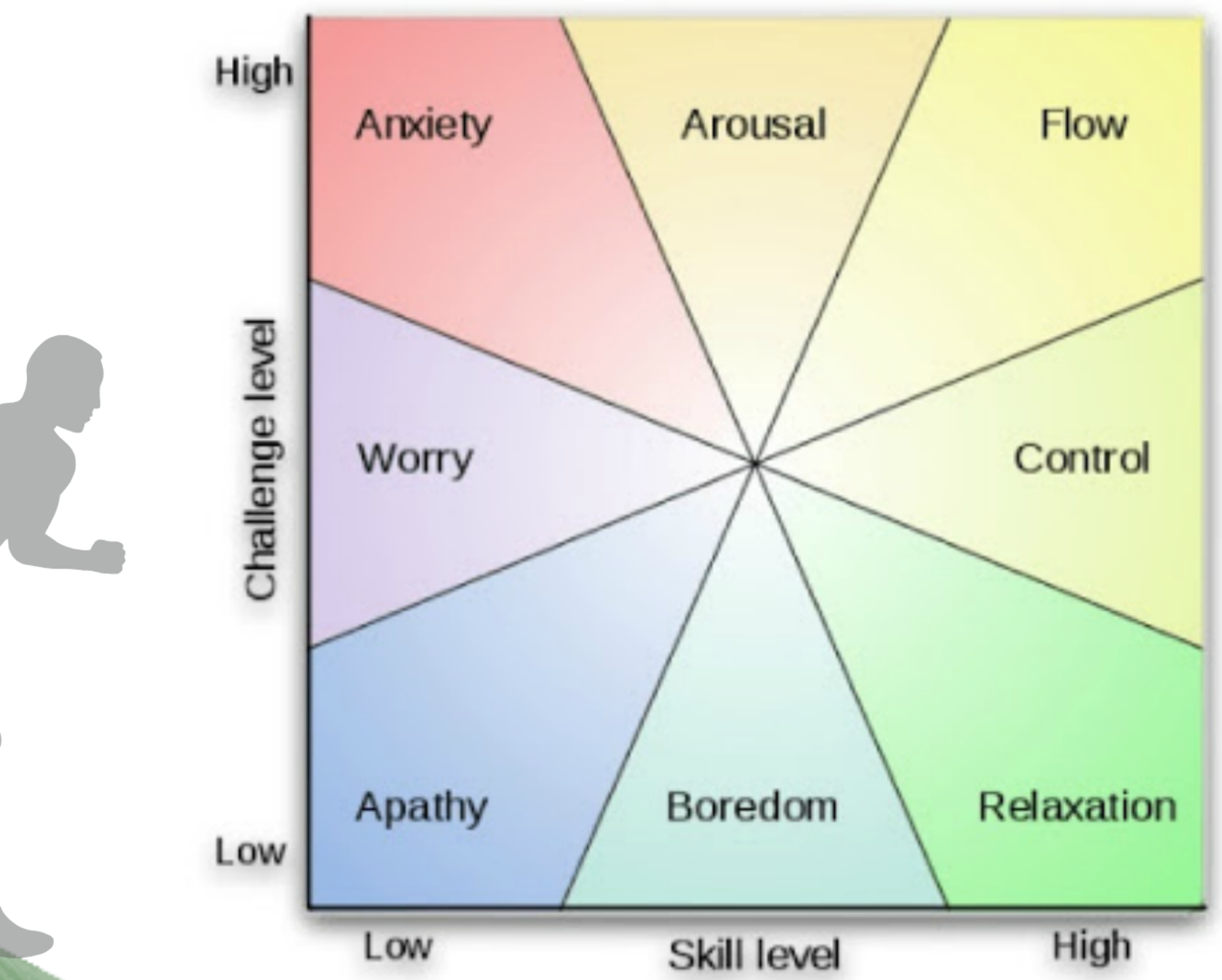




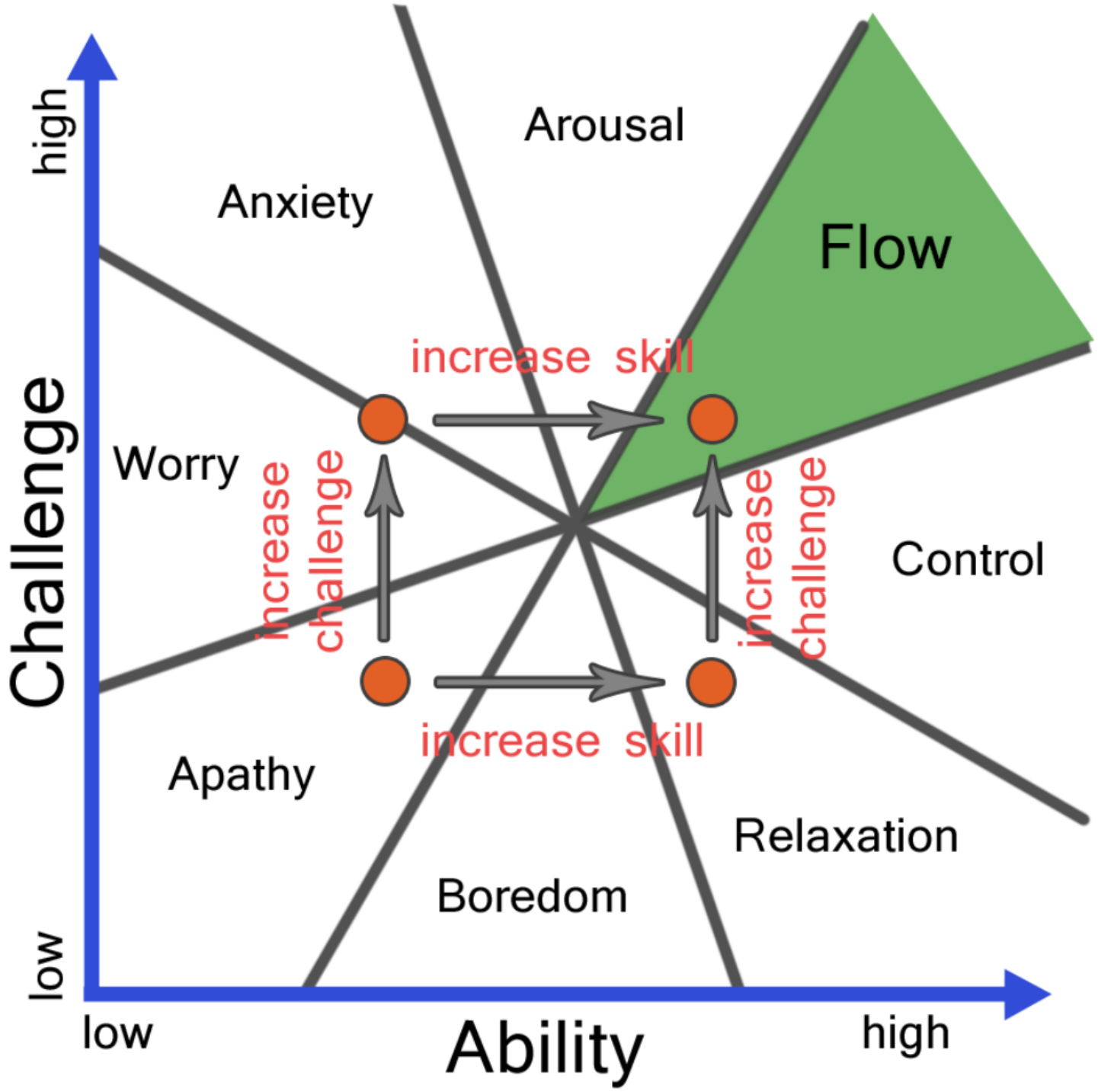
Flow

Flow activity



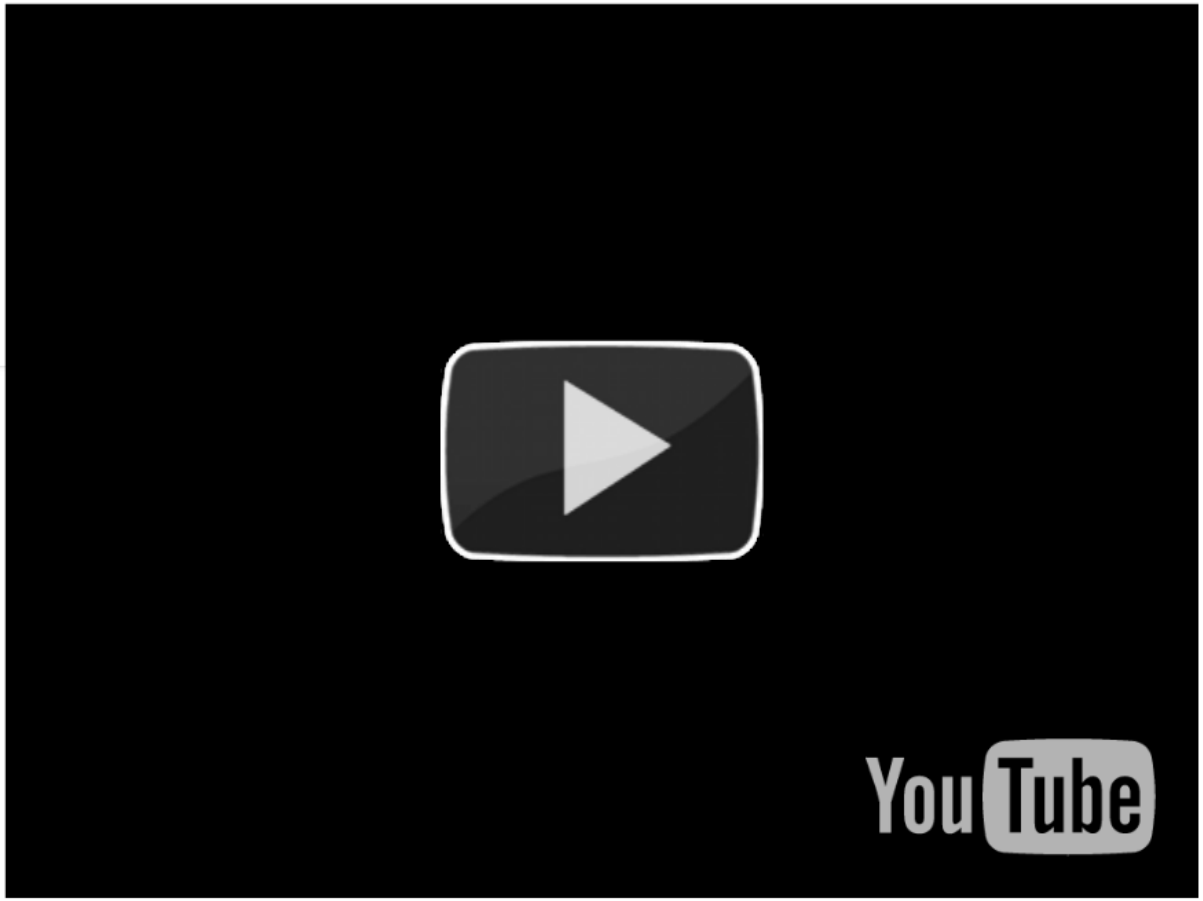

High
Anxiety
Arousal
Flow
Challenge level
Worry
Control
Apathy
Boredom
Relaxation
Low
Low
Skill level
High


high
Worry


high
Challenge
low
Arousal
Anxiety
Flow
increase skill
Worry
increase challenge
increase challenge
Control
increase skill
Apathy
Relaxation
Boredom
low
Ability
high

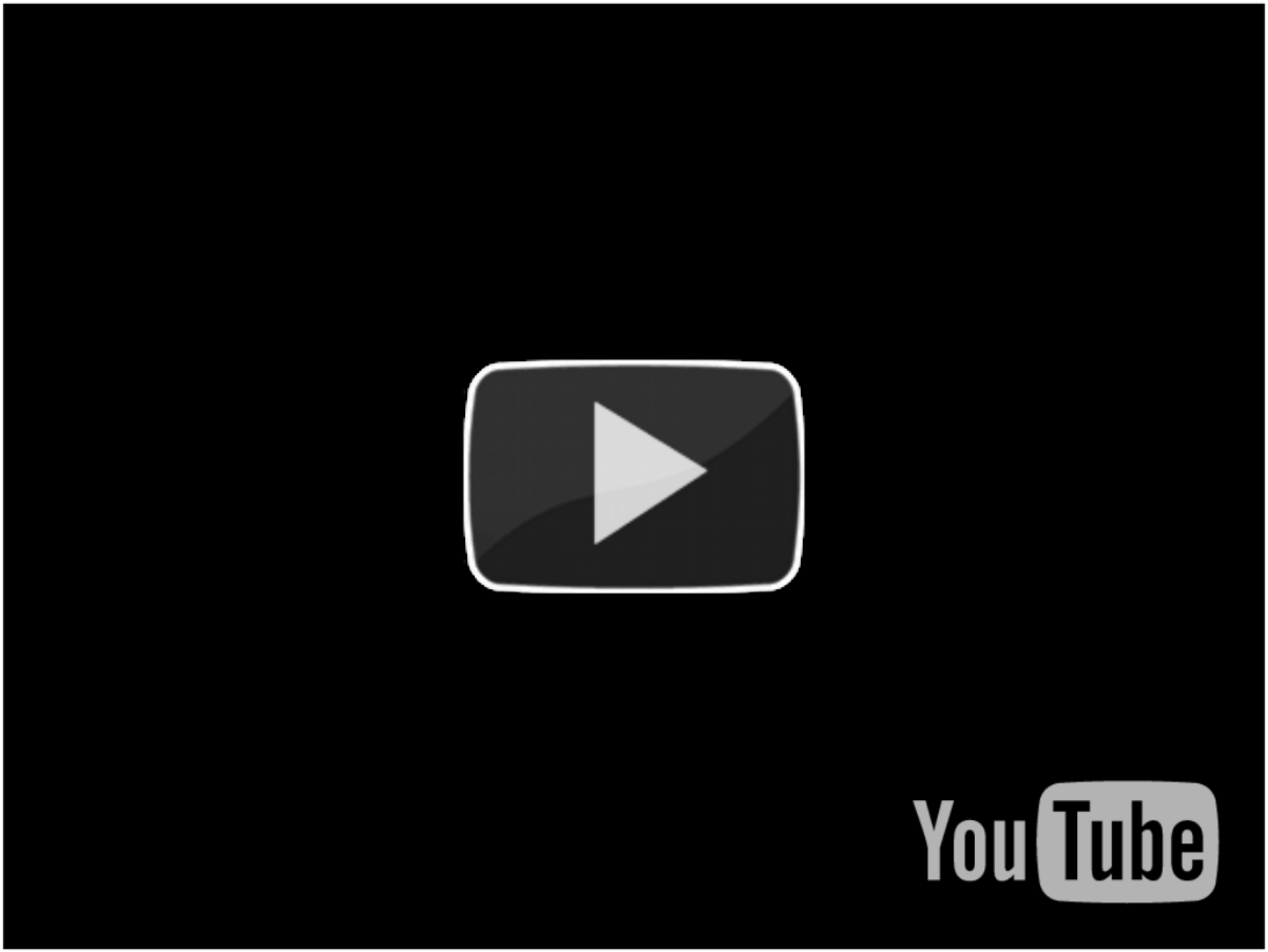
Mindsets and Motivation





Fixed or Growth Mindset

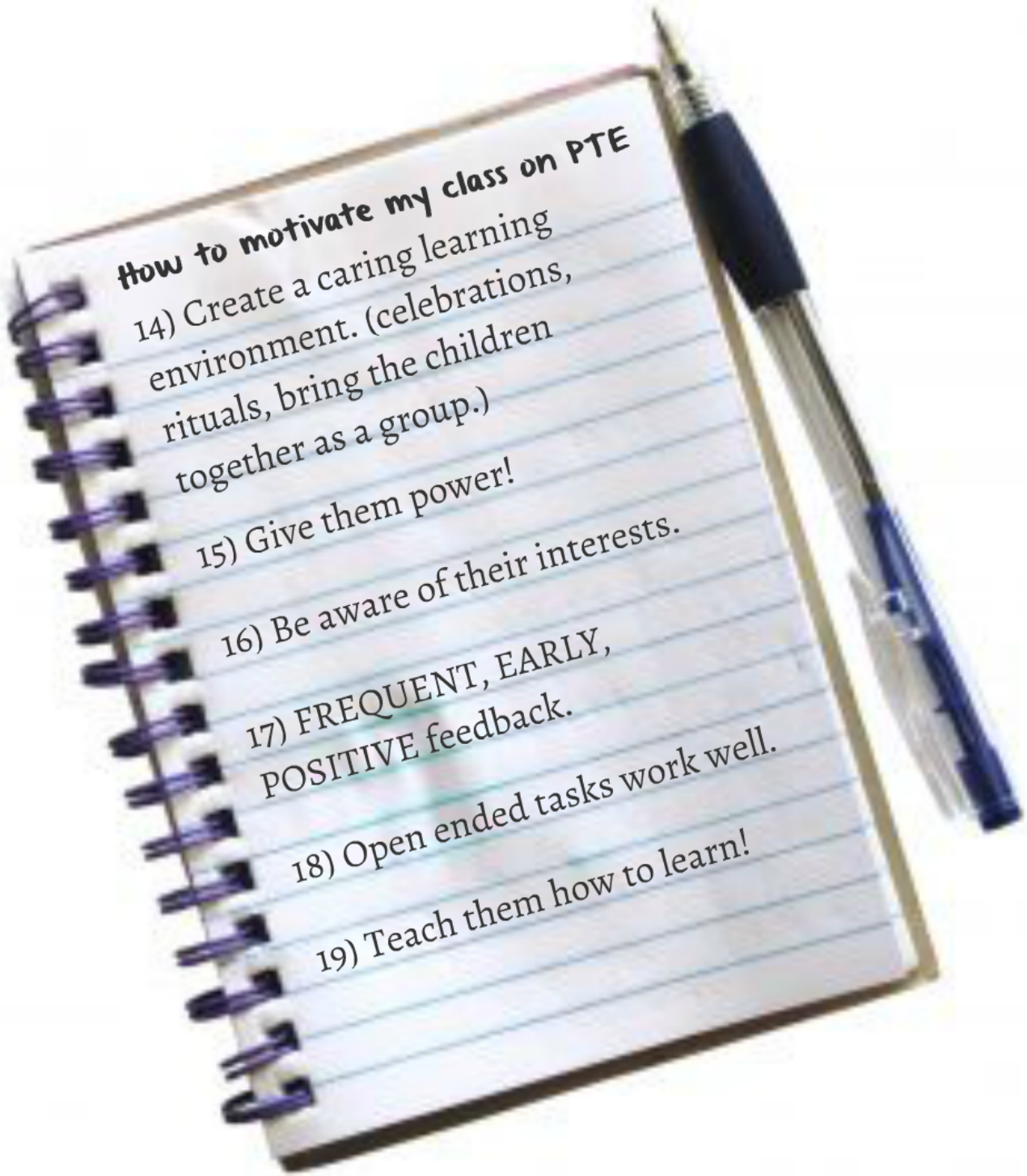
Carol Dweck

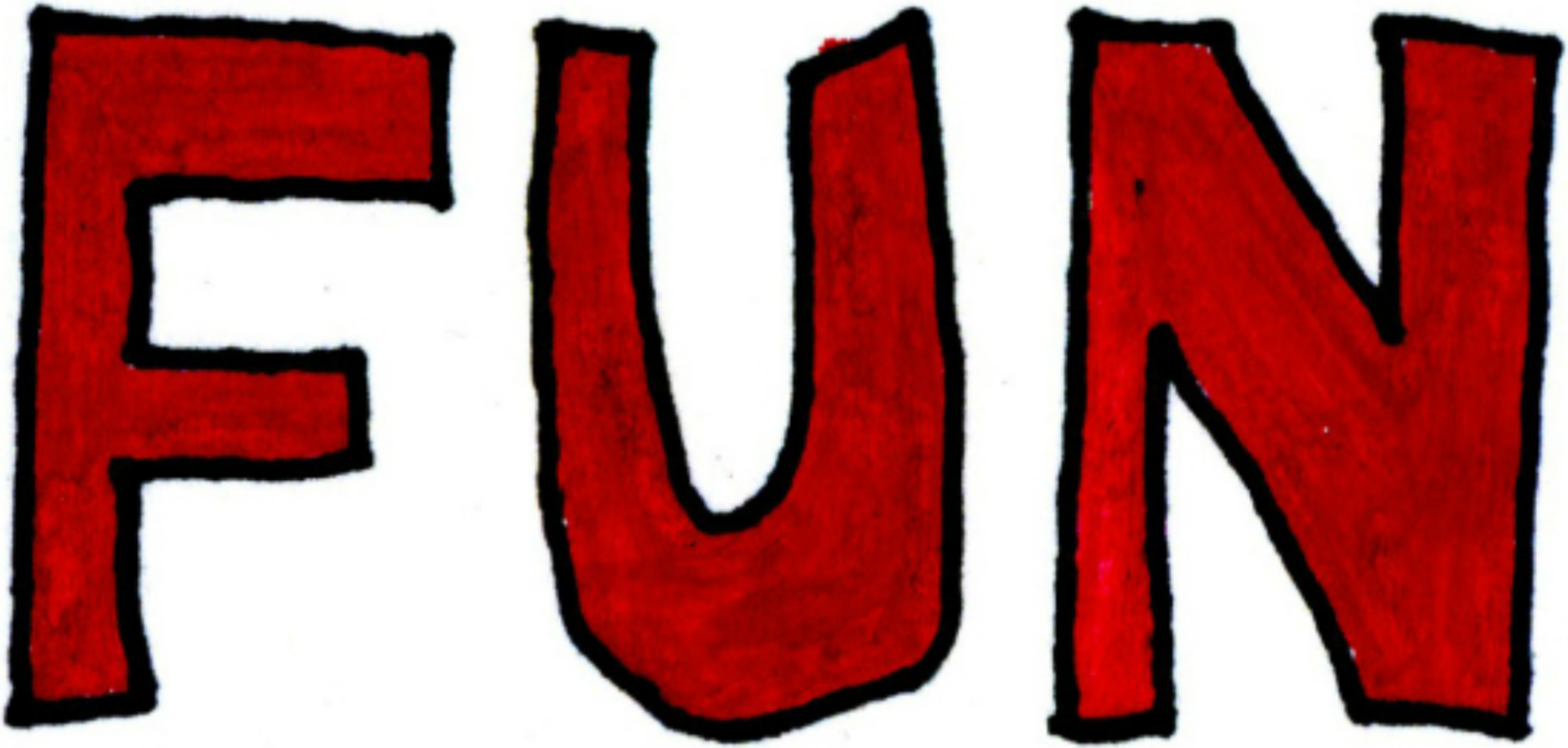

YouTube

One key to motivating children is to modify and adjust the learning environment. Often, teachers will invest significant time and effort in attempting to change the child. Their time might be better spent trying to change the policies, practices, and procedures that they are using with the child.


How to motivate my class on PTE
1) Move children from extrinsic to intrinsic.
2) Ensure Maslow needs are met.
3) Create tasks that encourage flow.
4) Give children activities with purpose. (WIIFM + BIG/LITTLE PIC)
5) Feedback that growth is occurring (mastery).
6) Give children choices! (autonomy)

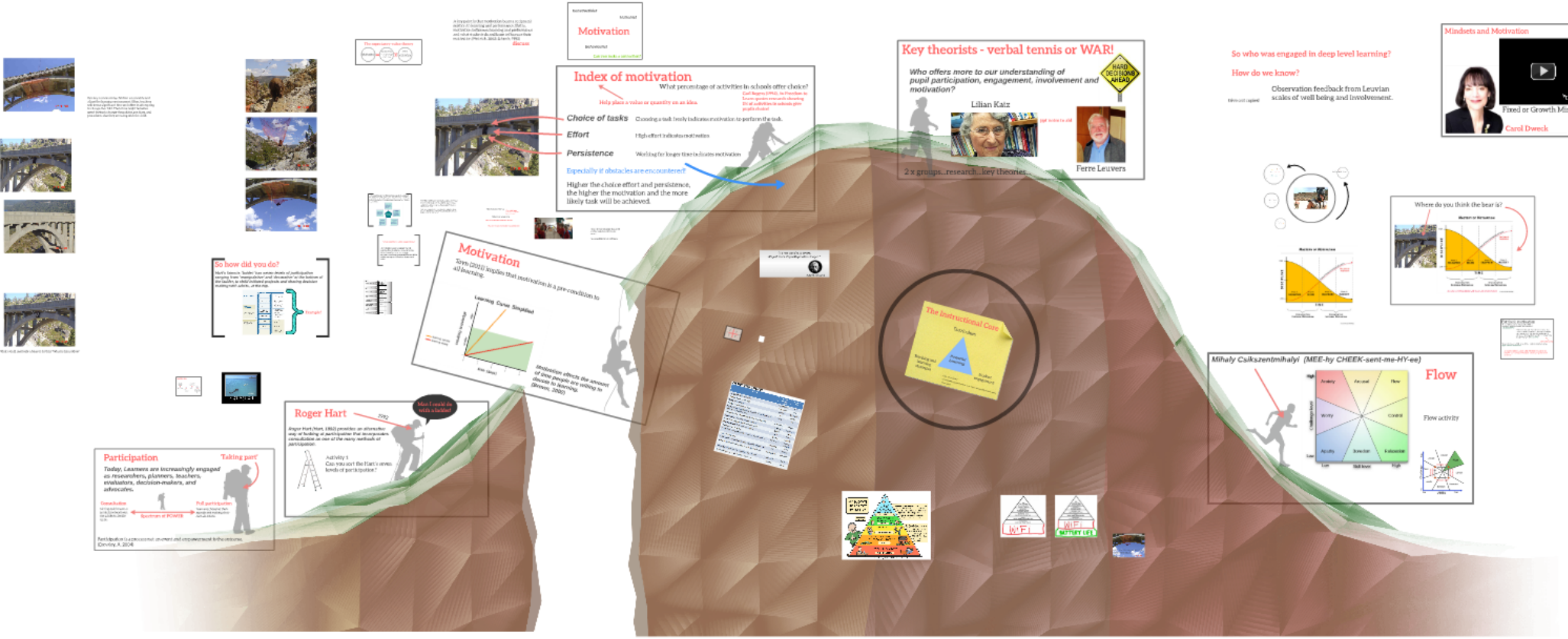

How to motivate my class on PTE
7) Praise effort rather than ability. (Dweck)
8) Model intrinsic engagement.
9) Know your children (Tracking?)
10) Novelty always helps!
11) Promote success. (Task + AfL)
12) Arouse curiosity. (Mystery/ fragmented info etc)
13) Encourage originality and relationships.


How to motivate my class on PTE
14) Create a caring learning environment. (celebrations, rituals, bring the children together as a group.)
15) Give them power!
16) Be aware of their interests.
17) FREQUENT, EARLY, POSITIVE feedback.
18) Open ended tasks work well.
19) Teach them how to learn!


FUN

Motivation

Pupil participation, engagement and involvement.



Key theorists - verbal tennis or WAR!



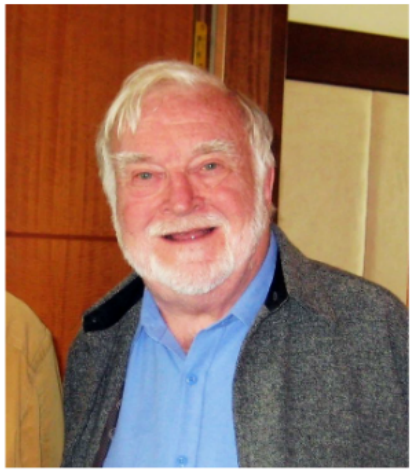
Who offers more to our understanding of pupil participation, engagement, involvement and motivation?



Lilian Katz



ppt notes to aid



Ferre Leuvers

2 x groups...research...key theories...

Participation

'Taking part'

Today, Learners are increasingly engaged as researchers, planners, teachers, evaluators, decision-makers, and advocates.





Consultation

Giving opinions on a predetermined issue for adults to decide upon.

Spectrum of POWER

Full participation

Learners choosing their agenda and making their own decisions.

Participation is a process not an event and empowerment is the outcome. (Crowley, A. 2004)

Roger Hart

1992

Man I could do with a ladder!

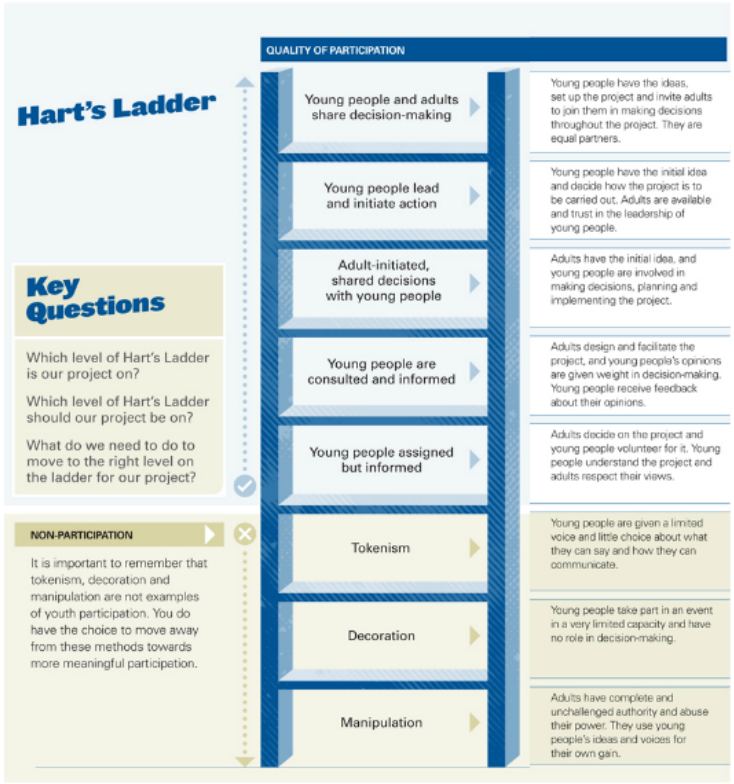
Roger Hart (Hart, 1992) provides an alternative way of looking at participation that incorporates consultation as one of the many methods of participation.



Activity 1
Can you sort the Hart's seven levels of participation?

So how did you do?

Hart's famous 'ladder' has seven levels of participation ranging from 'manipulative' and 'decorative' at the bottom of the ladder, to child initiated projects and sharing decision making with adults, at the top.



Example?

Hart's Ladder



Key Questions

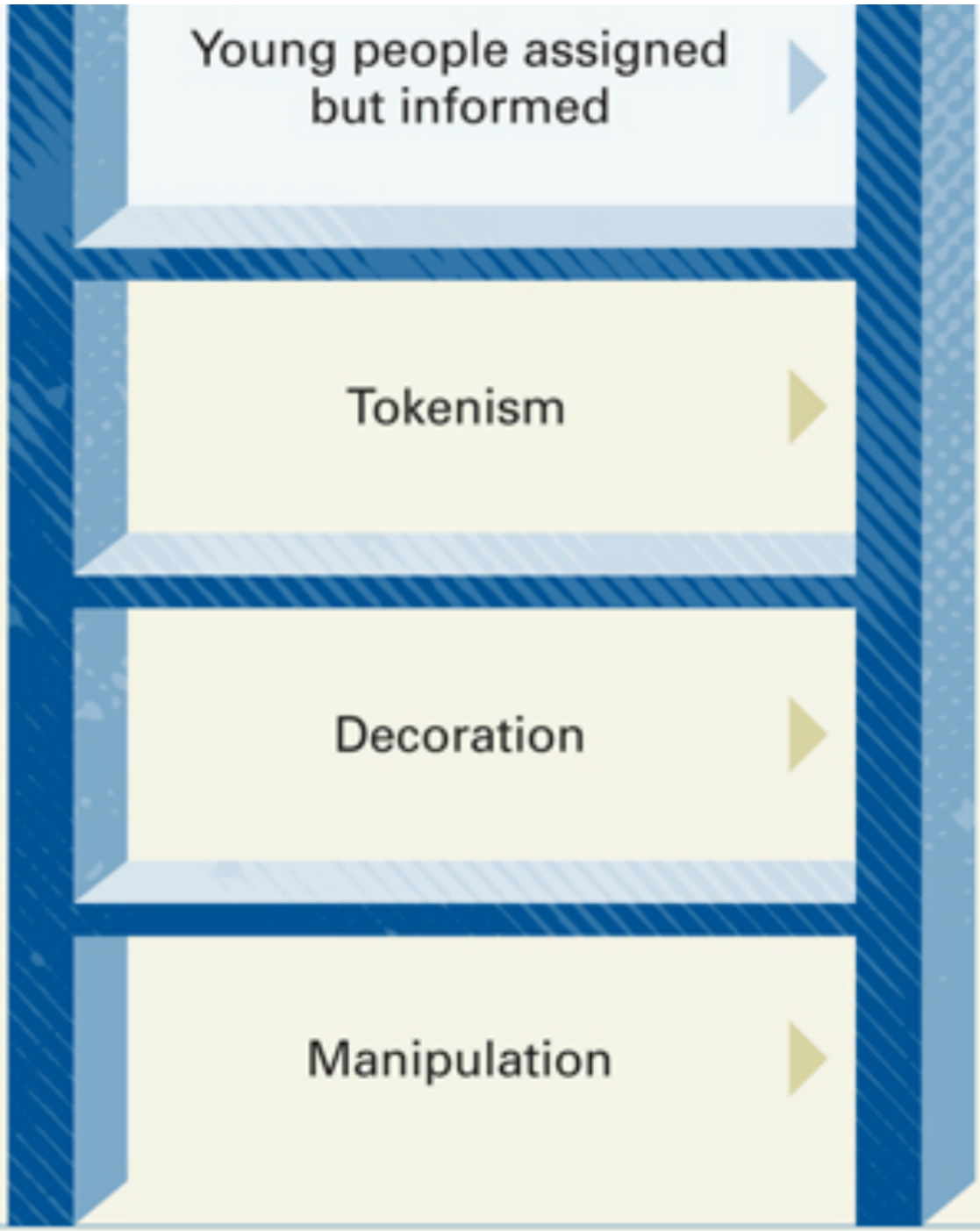
Which level of Hart's Ladder is our project on?

Which level of Hart's Ladder should our project be on?

What do we need to do to move to the right level on the ladder for our project?

NON-PARTICIPATION

It is important to remember that tokenism, decoration and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.

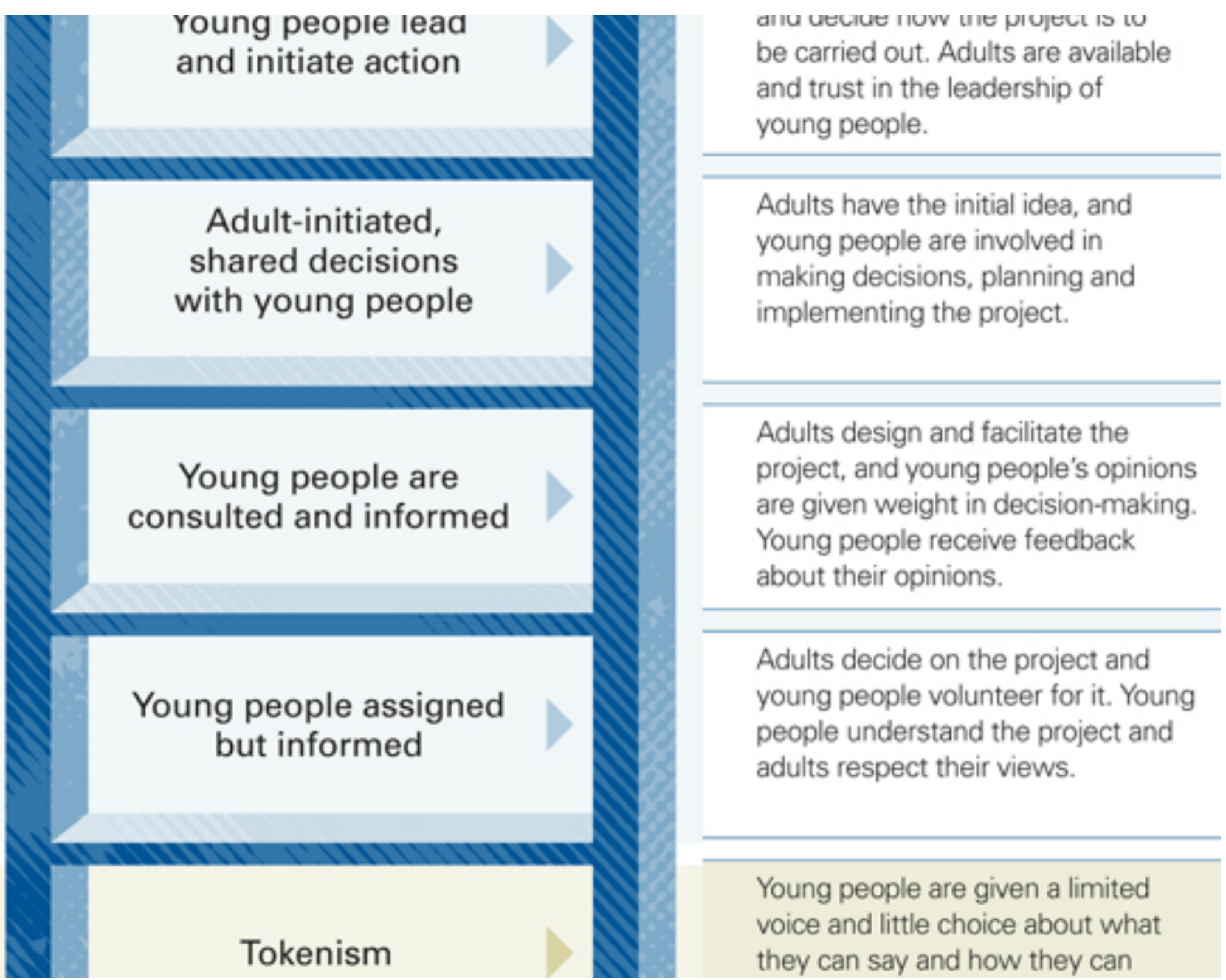


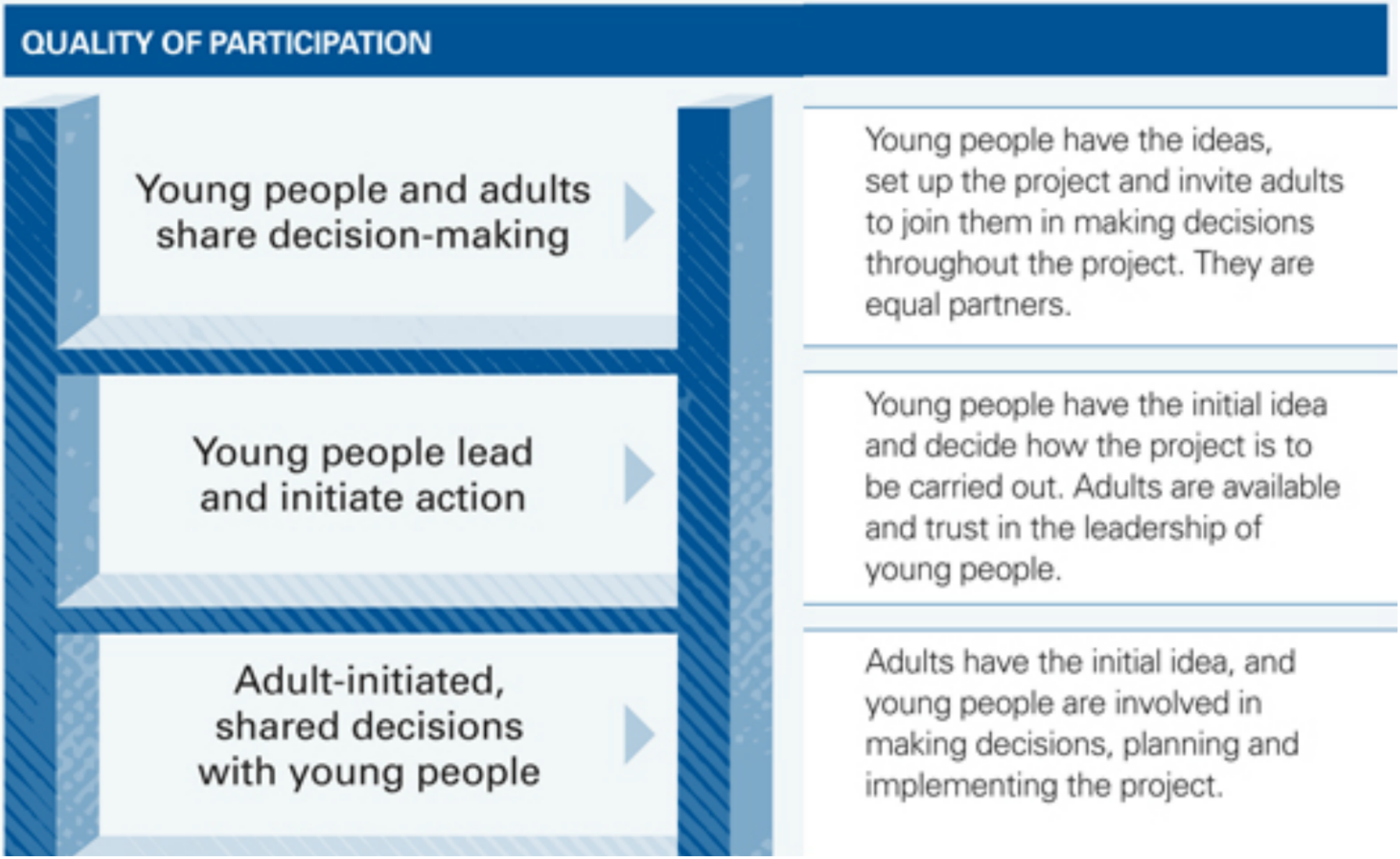
young people volunteer for it. Young people understand the project and adults respect their views.

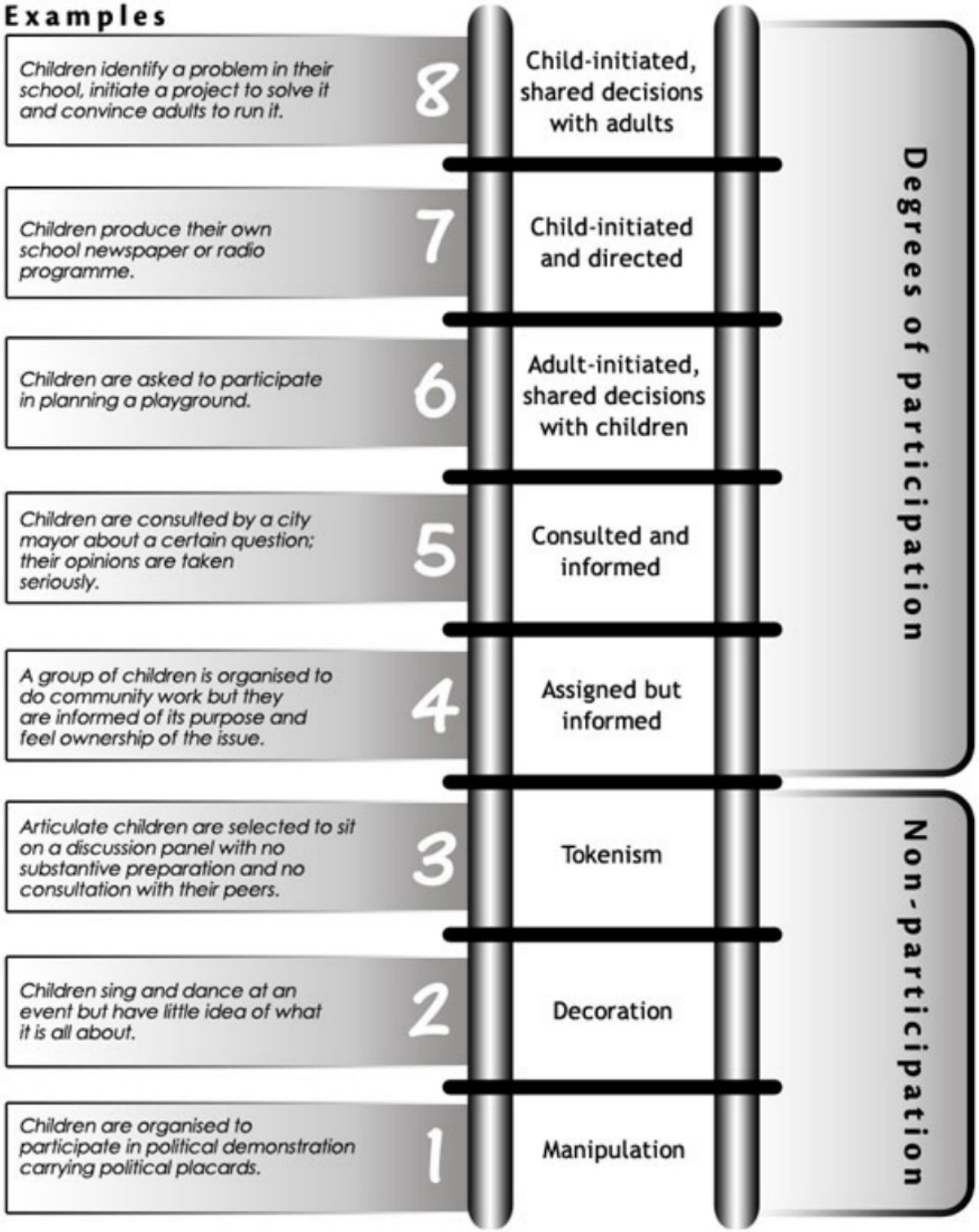
Young people are given a limited voice and little choice about what they can say and how they can communicate.

Young people take part in an event in a very limited capacity and have no role in decision-making.

Adults have complete and unchallenged authority and abuse their power. They use young people's ideas and voices for their own gain.


Young people lead and initiate action
and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.
Adult-initiated, shared decisions with young people
Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.
Young people are consulted and informed
Adults design and facilitate the project, and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.
Young people assigned but informed
Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.
Tokenism
Young people are given a limited voice and little choice about what they can say and how they can

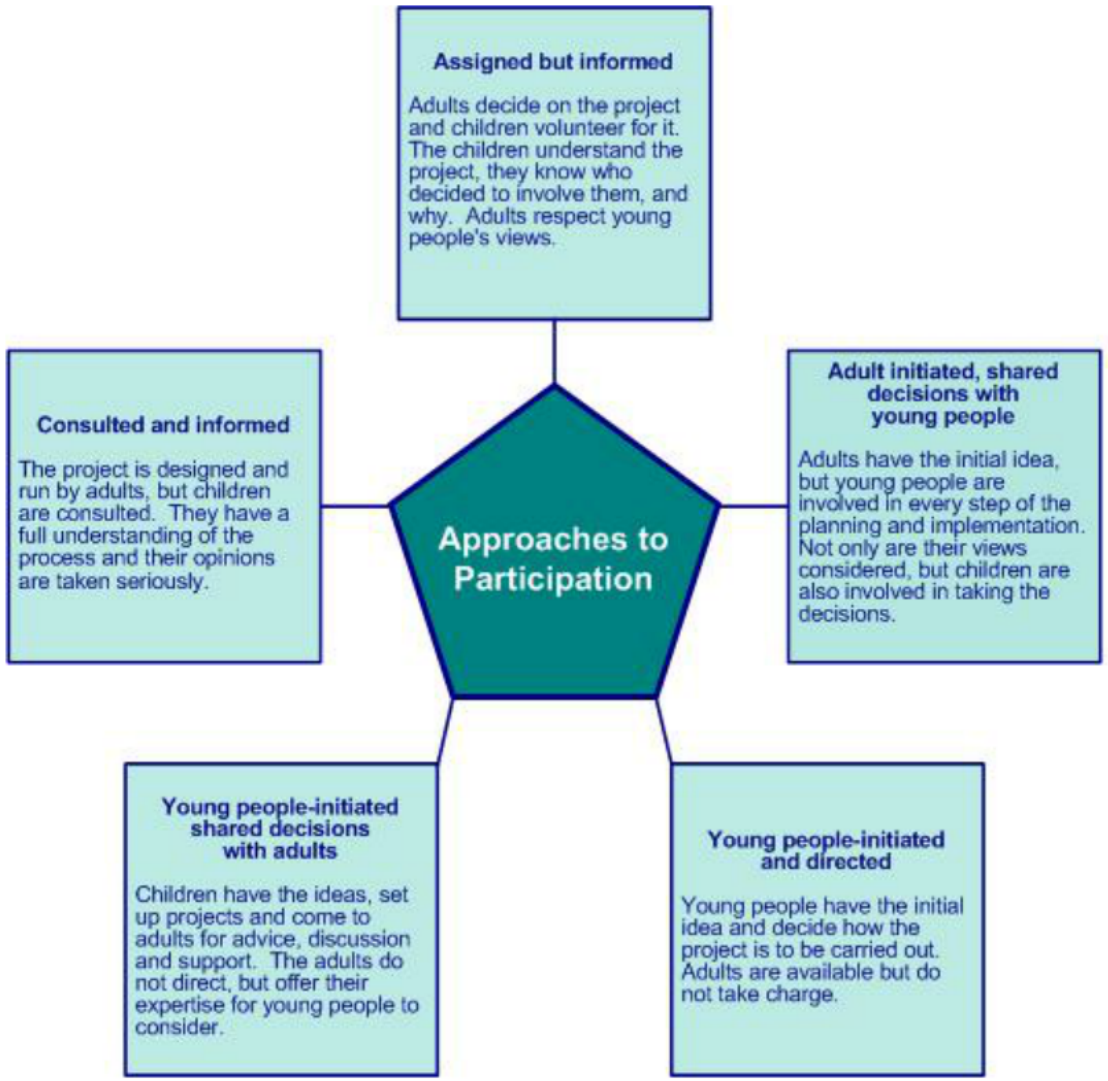

QUALITY OF PARTICIPATION
Young people and adults share decision-making
Young people have the ideas, set up the project and invite adults to join them in making decisions throughout the project. They are equal partners.
Young people lead and initiate action
Young people have the initial idea and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.
Adult-initiated, shared decisions with young people
Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.


Examples
Children identify a problem in their school, initiate a project to solve it and convince adults to run it.
8
Child-initiated, shared decisions with adults
Children produce their own school newspaper or radio programme.
7
Child-initiated and directed
Children are asked to participate in planning a playground.
6
Adult-initiated, shared decisions with children
Children are consulted by a city mayor about a certain question; their opinions are taken seriously.
5
Consulted and informed
A group of children is organised to do community work but they are informed of its purpose and feel ownership of the issue.
4
Assigned but informed
Articulate children are selected to sit on a discussion panel with no substantive preparation and no consultation with their peers.
3
Tokenism
Children sing and dance at an event but have little idea of what it is all about.
2
Decoration
Children are organised to participate in political demonstration carrying political placards.
1
Manipulation
Degrees of participation
Non-participation

What does Hart's ladder suggest to us?

Hart's ladder seems to suggest that all participation of children should be on the highest rung. In recent years, some commentators have questioned the use of the ladder concept as it implies a hierarchy of value.

A more useful model is that illustrated below, displaying the degrees of participation in a circular layout. Such a model moves away from the assumption that projects should always aim for the highest rung on the ladder, and recognises that different approaches may be best in different circumstances.



The Welsh Assembly Government held a competition to develop a sound-bite for the definition of participation. The following definition has been adopted as a result by the Welsh Assembly Government and the Children and Young People's Participation Consortium for Wales:

Participation means that it is my right to be involved in making decisions, planning and reviewing an action that might affect me. Having a voice, having a choice.

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How 'might' we g
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Having a voice, having a choice.

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Talk to the teacher next to you...

How 'might' we get genuine participation in our teaching?

Having a voice, having a choice.

What are the limitations of this 'learner voice'?

What may be some of the benefits of this participation?



Using the 20 principle discussed earlier...what would you do next?

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