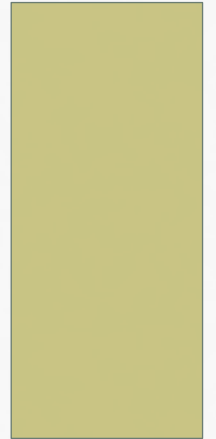


STUDENT ENGAGEMENT AND MOTIVATION

DR C. GREENWAY



WRAPPER

- While listening to this lecture, I want you to think about the three key points of this lecture

WHAT IS MOTIVATION?

An internal state that arouses, directs and maintains behaviour
Motivation refers to “the reasons underlying behaviour” (Guay et al., 2010, p. 712).

What choices people make about their behaviour? E.g., why do some focus on homework and others watch TV?

How long does it take to get started? E.g., why do some start homework straight away and others procrastinate?

What is the intensity or level of involvement? E.g., once the bag is open, is the student engrossed or just going through the motions?

What causes someone to persist or give up? Will a student read the full journal article or just the first few pages?

What is the person thinking and feeling while engaged in the activity? Are they enjoying, feeling competent or worrying about something?

MOTIVATION

What energizes and directs our behaviour even if we are bored of a task?

- Drives
- Basic desires
- Needs
- Incentives fears
- Goals
- Social pressure
- Self-confidence
- Interest
- Curiosity
- Beliefs
- Values
- Expectations



MOTIVATION

— SO WHAT DOES IT DEPEND ON?

- Personal traits

- Strong need to achieve
 - Work hard to achieve
- A fear of tests
 - Avoid tests
- A curiosity about mechanical objects
 - Tinker in garages
- Interest in art
 - Spend hours in art galleries

- State (temporary situation)

- If you read a chapter because you have a test on it tomorrow, you are motivated (now) by the situation.

- Motivation is usually a combination of trait and state.

- You may be studying because you value learning and because you are preparing for a test.

INTRINSIC AND EXTRINSIC MOTIVATION

Intrinsic

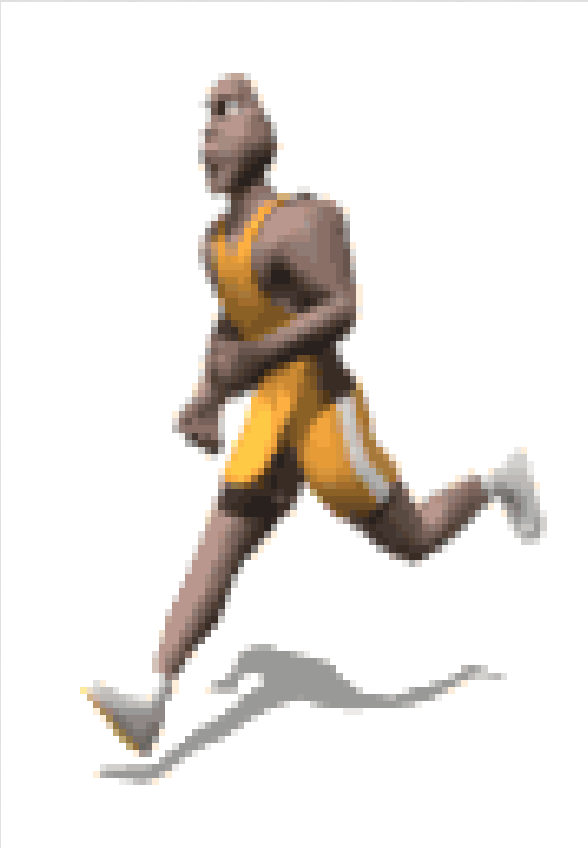
- Natural tendency to seek out and conquer challenges
- No need for incentives or punishments
- The activity itself is satisfying and rewarding

(Anderman & Anderman, 2010)

Extrinsic

- We do things for reward, grade, avoid punishment, for the teacher
- We are not really interested in the activity for its own sake, we care only about what it will gain us

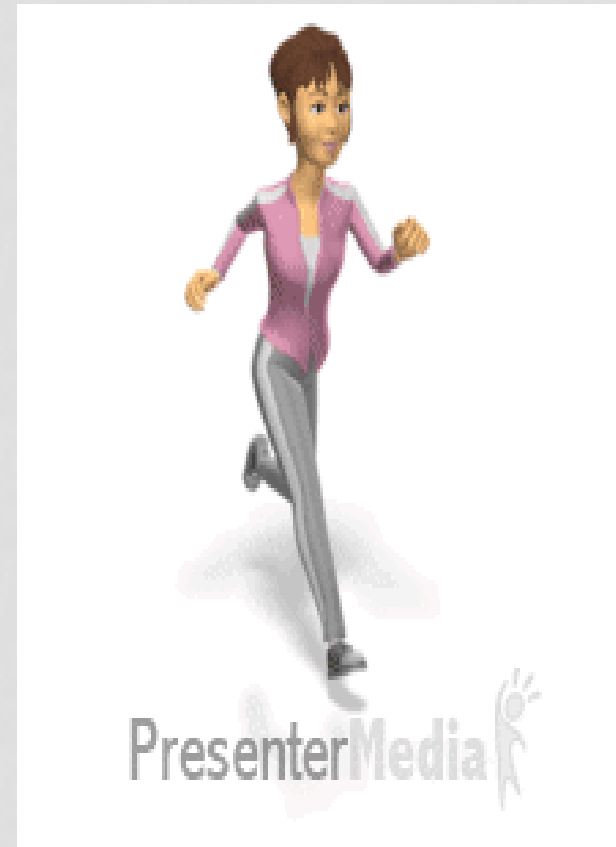
INTRINSIC OR EXTRINSIC MOTIVATION?



Sammy loves to run,
and will often go
running just to clear
his head or blow off
steam.

INTRINSIC OR EXTRINSIC MOTIVATION?

Dani, meanwhile, hates to run, but she does it because her doctor told her that she needs to lose weight or she might end up with diabetes.



WHICH DO YOU THINK IS BETTER?

extrinsic motivation
or
intrinsic motivation

Studies have shown that people are more likely to stick to a task, invest more time in a task, and be more successful at it if they are intrinsically motivated.

EXTRINSIC MOTIVATION

However, extrinsic motivation has its place, too.

After all, without extrinsic motivation, many of us would never exercise, never go to work, and never clean our houses.

Many day-to-day tasks that are required to live a healthy life are extrinsically motivated.

Besides, who doesn't like to be rewarded for what they do?



(Corpus, McClintic-Gilbert & Hayenga, 2009)

INTRINSIC MOTIVATION TO LEARN

Covington & Müeller (2001)- **intrinsic motivation** correlates with an internal force that triggers people to participate in activities,
- **students engage actively and look forward to learning**



However, when young students participate in academic activities they do not always act according to their intrinsic desires (Urdan & Turner 2005).

Stipek (2002) adds that people are intrinsically motivated to fulfil tasks by a desire to advance their abilities.

In some situations, there are external factors that contribute to their willingness to learn.

EXTRINSIC MOTIVATION TO LEARN

It **decreases intrinsic** motivation because the individual's attitude becomes controlled by the stimulus (Deci et al., 2001).

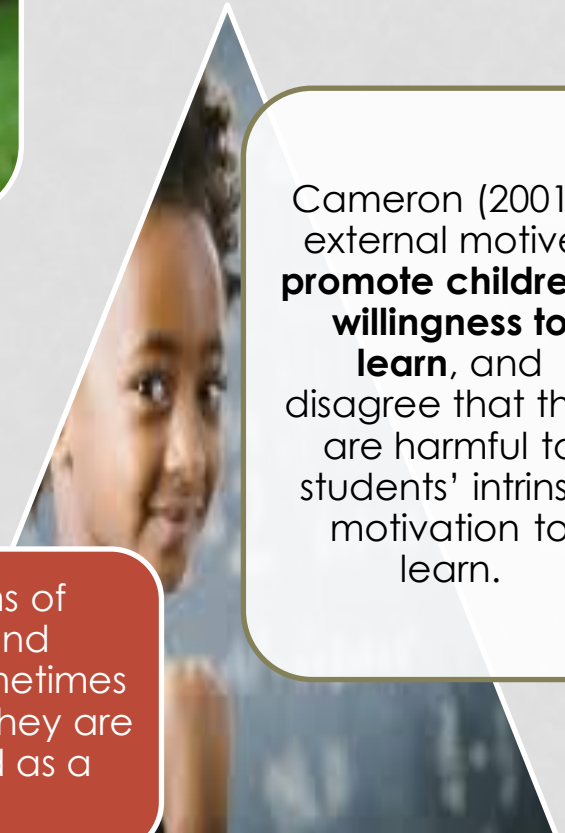


Vansteenkiste et al. (2006) - extrinsic motivation is the desire of people to participate in activities in order to gain something different from the task itself.



Although Ryan & Deci (2000)- some forms of extrinsic motivation can be internalised and contribute beneficially to autonomy. Sometimes students commence activities because they are extrinsically stimulated to participate and as a result internally stimulated.

Cameron (2001) - external motives **promote children's willingness to learn**, and disagree that they are harmful to students' intrinsic motivation to learn.



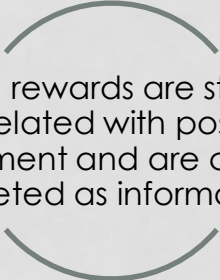
THE CONCEPT OF REWARDS IN RELATION TO CHILDREN'S LEARNING

Ryan et al.
(1983) -
cognitive
evaluation
theory
(CET)

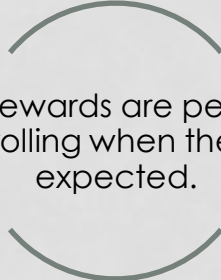
- rewards are classified according to individuals' interpretation
- They may have an informational aspect, which communicates meaningful information to people
- or a controlling aspect, where this communication pressures people toward specific outcomes



Verbal vs. Tangible rewards - Deci
et al. (2001)



Verbal rewards are strongly
correlated with positive
reinforcement and are commonly
interpreted as informational.



Tangible rewards are perceived as
controlling when they are
expected.

RYAN ET AL. (1983) FOUR TANGIBLE REWARDS



Completion-contingent rewards, which are allocated for completing the task.

Task-non-contingent rewards go to individuals merely for being present for a task.



Task-contingent rewards comprise engagement-contingent rewards, which are given simply for working at activities

Performance-contingent rewards are presented for acting according to a specific model of performance.



Therefore, rewards may not be the central problem but the way they are used may have detrimental effects on students' willingness to learn.



REWARDS AND CHILDREN'S LEARNING

Are rewards bad for academic performance?

Remedios et al. 2005; Marinak & Gambrell, 2008. Extrinsic motives have **harmful outcomes** on children's willingness to learn.



PresenterMedia

Giving someone a reward for doing a task can actually **decrease their intrinsic motivation** for that task because they begin to feel like they should only do the task for external rewards.

This is called the overjustification effect.

OVERJUSTIFICATION EFFECT - GREENE, STERNBERG AND LEPPER (1976)

Played mathematical games with schoolchildren, which the children seemed to enjoy.

After a while, they started giving rewards for success. When they took away the rewards, the children quickly gave up playing the games.



so...children
had decided
that they were
playing for the
reward, not for
the fun.

OVERJUSTIFICATION EFFECT

Why do people who are intrinsically motivated to do a task suddenly change their motivation?

No one is exactly sure why the overjustification effect occurs.

... only happens with tasks that have a **high intrinsic motivation to begin with**. If someone isn't interested in doing the task before a reward, their interest won't decrease after being given a reward.

... rewards for **performance are less likely to cause the overjustification effect** than rewards that are given just for doing a task.

In other words, being given chocolate to play a game is more likely to decrease your intrinsic motivation for the game than being given chocolate to win the game.

OVERJUSTIFICATION EFFECT



When people engage in a behaviour, they justify their actions to themselves.

If they don't get rewards, they decide that they must like doing it, but if they get rewards, they might decide that they only do it for the rewards.

Thus, they convince themselves that they don't really like to do it. This is called self-perception theory (Bem, 1972).

APPROACHES TO MOTIVATION

- Behavioural
- Humanistic
- Cognitive
- Social Cognitive
- Sociocultural conceptions



BEHAVIOURAL (EXTRINSIC)



Incentives and
rewards

Reward

An attractive object
or event supplied as
a consequence of a
particular behaviour
(token economy)

Incentive

An object or event
that encourages or
discourages
behaviour (promise
of an A+)



HUMANISTIC (INTRINSIC)

- Intrinsic sources
 - The need for '*self-actualisation*' (Maslow, 1968)
 - Inborn '*actualising tendency*' (Rogers and Freiberg, 1994)
 - The need for '*self-determination*' (Deci and Ryan, 1991)
- So...to motivate means to encourage people's inner resources – their sense of...
 - Competence
 - Self-esteem
 - Autonomy
 - Self actualisation

COGNITIVE (INTRINSIC)

People are viewed as active and curious, searching for information to solve personally relevant problems



Behaviour is determined by our thinking, not simply by whether we have been rewarded or punished for behaviour in the past (Stipek, 2002)

Behaviour is initiated and regulated by...

plans

goals

schema

expectations

attributions

SOCIAL COGNITIVE



SOCIOCULTURAL CONCEPTIONS

Finish this sentence: I am a/an_____.

Emphasise
communities
of practice

Activities to
main identities
and
interpersonal
relations within
the
community



What is
your
identity?



With what
groups do
you identify
most
strongly?



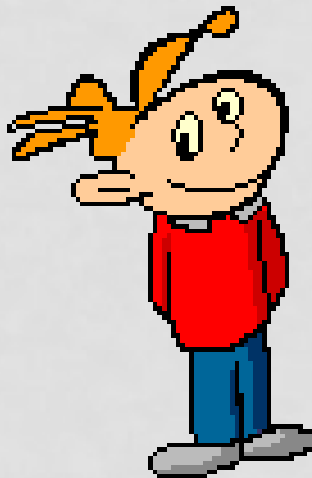
Students are
motivated to
learn if they are
members of a
classroom or
school
community that
values learning.

We learn by
the company
we keep
(eccles, 2009)

SELF-DETERMINATION: COMPETENCE, AUTONOMY AND RELATEDNESS

- 3 psychological needs essential to children in the classroom;

- Autonomy
- Competence
- Relatedness



When you find ways to integrate these into lessons you successfully tap into students' natural motivation to learn

These needs are essential and necessary for growth, vitality and psychological well-being

AUTONOMY

A psychological need to experience self-direction in the initiation and regulation of one's behaviour (Deci and Ryan, 1985)

For example, when pupils do something they want to – high autonomy. When doing something they have to because others tell them so – low autonomy

HOW TEACHERS SUPPORT AUTONOMY

an autonomy supportive classroom has the capacity to **involve, nurture and satisfy students'** need for autonomy.



teachers take an interest in the perspective of the student to help support their interests and preferences



the opposite is a controlling classroom – **student's needs are ignored and teachers use behaviour modification techniques** to pressure students to conform to a set agenda

Better autonomy = more positive school-related outcomes, show greater intrinsic mot, mastery mot, positive emotion, pro-social behaviour, classroom engagement, academic performance and persistence in school (Reeve, 2002)

Congrats!



COMPETENCE

A psychological
**need to be
effective** as one
interacts with
their environment
(Deci and Ryan,
1985)

... the need to
develop
mastery when
challenged –
e.g., in a welsh
class one
challenge is to
understand
what welsh
speakers are
saying, another
is to produce
the language
itself.

COMPETENCE



As students try to master these challenges, their environment provides feedback – good or bad on their progress



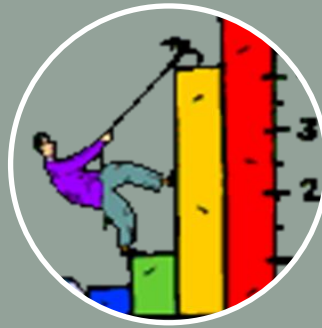
Competence therefore becomes a psychological need to seek out, take on and **master such challenges** (O'Donnell et al)



HOW TEACHERS SUPPORT STUDENT COMPETENCE



Students need
optimal challenges
to enable
competence



Positive feedback is
the most important
condition to enable
competence

Sandwich Feedback Technique



‘challenge-feedback sandwiches’ – lessons that begin with a challenge and end with positive feedback from a job well done!

RELATEDNESS

The need to establish close emotional bonds with other people



The desire to be emotionally connected to others and interpersonally involved in warm relationships (Baumeister & Leary, 1995)

Thus, students will seek out warm, nurturing, trusting people and avoid those they feel will undermine their well-being.

RELATEDNESS



The key
element of
relatedness is
social
interaction

Teachers can
create this by
introducing
group
activities

To satisfy the need however, requires the development of a social bond between the student and other.

To enable this bond students must **perceive that the other person likes them**, cares about their welfare and accepts and values their true self (Baumeister & Leary, 1995)

WHY SUPPORTING RELATEDNESS IS IMPORTANT

Students who feel related to their classmates, teachers and school community are **more engaged in the learning** (Furrer & Skinner, 2003)



They function better at school because they are **more resilient to stress**, less likely to drop out of school, less vulnerable to emotional issues (Osterman, 2000; Stiller and Lynch, 1994)



WHY SUPPORTING RELATEDNESS IS IMPORTANT

Relatedness to teachers provide the context in which students will **internalise their teacher's values** (Ryan & Powelson, 1991)

When a student feels emotionally connected to and cared for by their teachers, relatedness is high and internalisation occurs easily

This **encourages students to work harder** and do as the teacher says because they know that the teacher wants what's best for the student

GOAL ORIENTATIONS



A goal is an outcome or attainment an individual is striving to accomplish (Locke and Lantham, 2002)

Setting
goals
affects
outcomes
in four
ways:

1.Choice: goals narrow attention and direct efforts to goal-relevant activities, and away from perceived undesirable and goal-irrelevant actions.

2.Effort: goals can lead to more effort; for example, if one typically produces 4 widgets an hour, and has the goal of producing 6, one may work more intensely towards the goal than one would otherwise.

3.Persistence: someone becomes more likely to work through setbacks if pursuing a goal.

4.Cognition: goals can lead individuals to develop and change their behaviour.

TYPES OF GOALS

Mastery goal

Students hold mastery goals (mastery-oriented) when their goal is to truly understand or master the task at hand; students who are **mastery-oriented are interested in self-improvement** and tend to compare their current level of achievement to their own prior achievement.

Performance goal

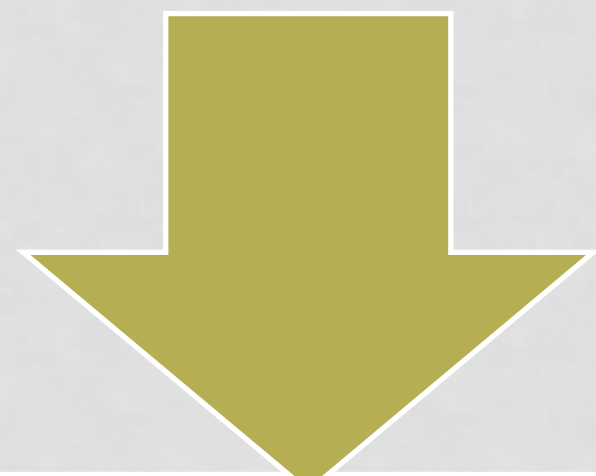
Students hold performance goals (performance-oriented) when their goal is to **demonstrate their ability compared to others**. Students who are performance-oriented are interested in **competition**, demonstrating their competence, and outperforming others; they tend to use other students as points of comparison, rather than themselves.

MASTERY AND PERFORMANCE GOALS

Approach and Avoid Goals



mastery-approach oriented students are interested in truly mastering an academic task



mastery-avoid oriented students are interested in avoiding misunderstanding the task.

MASTERY AND PERFORMANCE GOALS

Approach and Avoid Goals

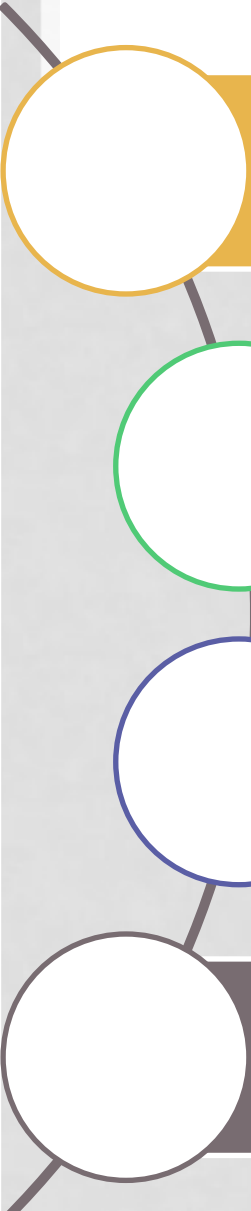


performance-approach oriented students are interested in demonstrating that they are more competent than other students (i.e., have more ability than others)



performance-avoid oriented students are interested in avoiding appearing incompetent or stupid

EXAMPLES



Mastery approach: Jennifer's goal in French class is to become fluent in the language because she is interested in the language and wants to be able to converse with others and read French literature.

Mastery avoid: Jason's goal in French class is to avoid misunderstanding the grammatical lessons presented by his teacher.

Performance approach: Hailey's goal in French class is to demonstrate to her teacher and to other students that she is better at speaking French than many of her classmates.

Performance avoid: Lucy's goal in French class is to avoid appearing incompetent at speaking or reading French.

MASTERY AND PERFORMANCE GOALS

It is important to note that students can hold multiple goals simultaneously; thus it is possible for a student to be both **mastery-approach oriented** and **performance-approach oriented**; such a student truly wants to learn and master the material but is also concerned with appearing more competent than others.

ELLIOT, SHELL, BOUAS HENRY, AND MAIER (2005)

Groups:

performance-approach

performance-avoidance

mastery

When students believed their work would result in future opportunities to reap rewards, students in the performance-approach group outperformed those in the mastery group.

when they thought there was no future contingency hanging on their work? They performed just as well as those in the mastery group.

Thus, there appeared to be **no penalty** for being in an environment that encouraged **performance-approach**—indeed, there appeared to be benefits.

BARRON AND HARACKIEWICZ (2003)

Mastery orientation

...examined **achievement goals** in a small undergraduate psychology classroom that promoted critical thinking, writing, oral presentation skills, and participation

Those with **higher levels of performance-approach goals** - **were more likely to earn a higher grade—but**, to also have less interest by the end of the semester

Those with **mastery goals** tended to demonstrate **increased interest**.

In order to succeed in this setting, students taking a performance-approach orientation would have had to go beyond mere memorization of facts and adopt deeper processing strategies.

Thus, it could be that performance-approach and mastery goals serve two ends for the **student—achievement and interest**.

MIDGLEY, KAPLAN, AND MIDDLETON (2001)

Performance goals may be most advantageous if one is male, older, and in a competitive class where mastery goals are also encouraged, adding that school settings already tend to be predominantly performance oriented.

So, are performance goals bad?

While it appears that performance-approach may be **adaptive for students in some situations**, the greater learning context needs to be considered in answering this question—including teachers' and students' long- and short-term goals for learning, the school and larger societal settings, and the individual characteristics of the student.

SUMMARY

- Intrinsic and Extrinsic Motivation
- Approaches to motivation
- Overjustification effect

- Self-determination
- Mastery and performance goals

WRAPPER

- Write down what you think are the three most important ideas of the lecture.