



The Teaching Toolkit 1

Motivation & Learning

Outcomes of the session

- To identify key features of motivation and how they apply to post-16 learners
- To consider strategies for improving motivation within the classroom
- To reflect on the significance of teacher resilience and its connection to learner motivation

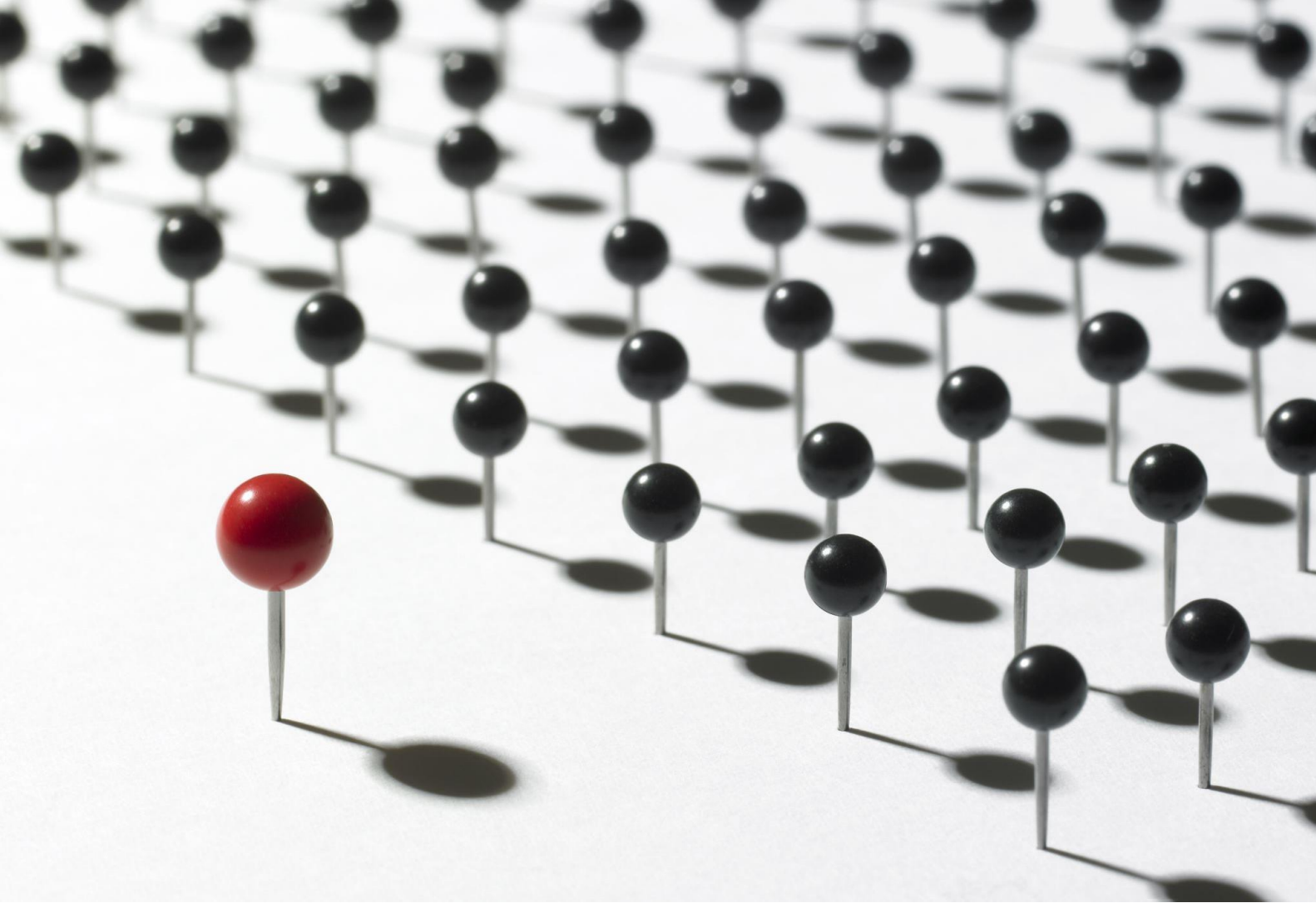




Amy's story

Maria's story





What is motivation?

Question



What is motivation?

- ‘The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation’. (Mullins, 1993)
- ‘The study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly, to action.’ (Miller, 1962)
- Motivation refers to why people think and act as they do. It is what makes people ‘tick’. (Gross, 1996)



Motivation
may be...



Extrinsic – relating to tangible
rewards



Intrinsic – relating to
psychological rewards



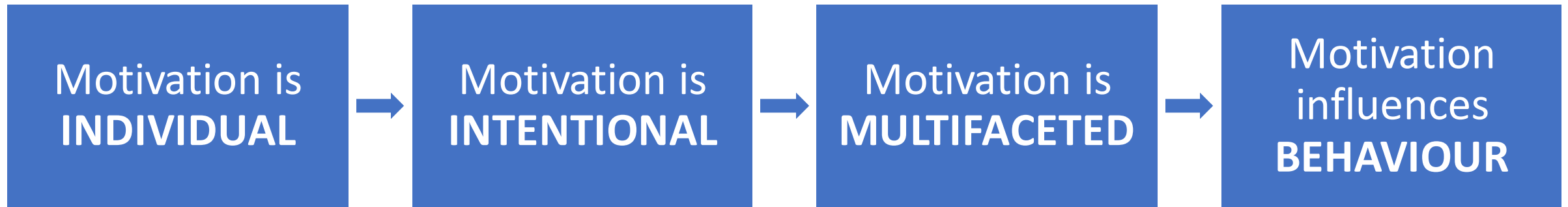
Internal factors affecting motivation

- Intellectual capacities
- State of health
- Attitude
- Dominant needs
- Level of interest in the topic
- Emotional state
- Personal values and attitudes
- Past experience

External factors affecting motivation

- Other people
- Effectiveness of communication
- The immediate learning context
- Teaching/learning methods used

Motivation and Performance



Malcolm Knowles – Andragogy

- Term was coined in 1833 by Alexander Kapp – 'man leading'
- More famously associated with Malcolm Knowles and is based on 4 initial critical assumptions about adult learners:
 - Self-concept
 - Experience
 - Readiness to learn
 - Orientation to learning
 - Motivation to learn

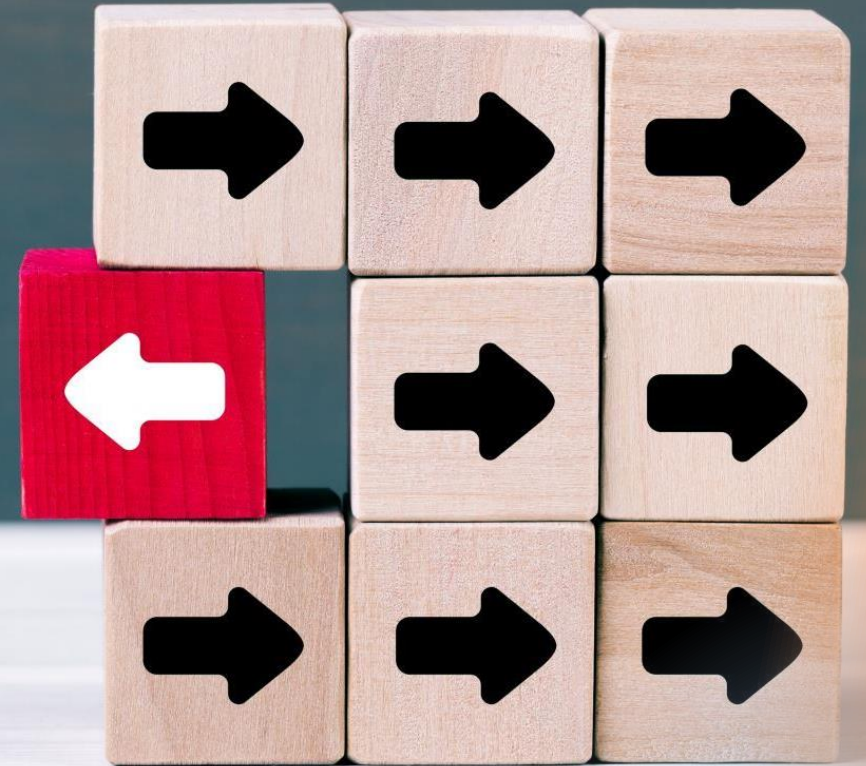
Some criticisms

- Potentially reductionist in nature
- The need to consider the learner within the whole of their life experience

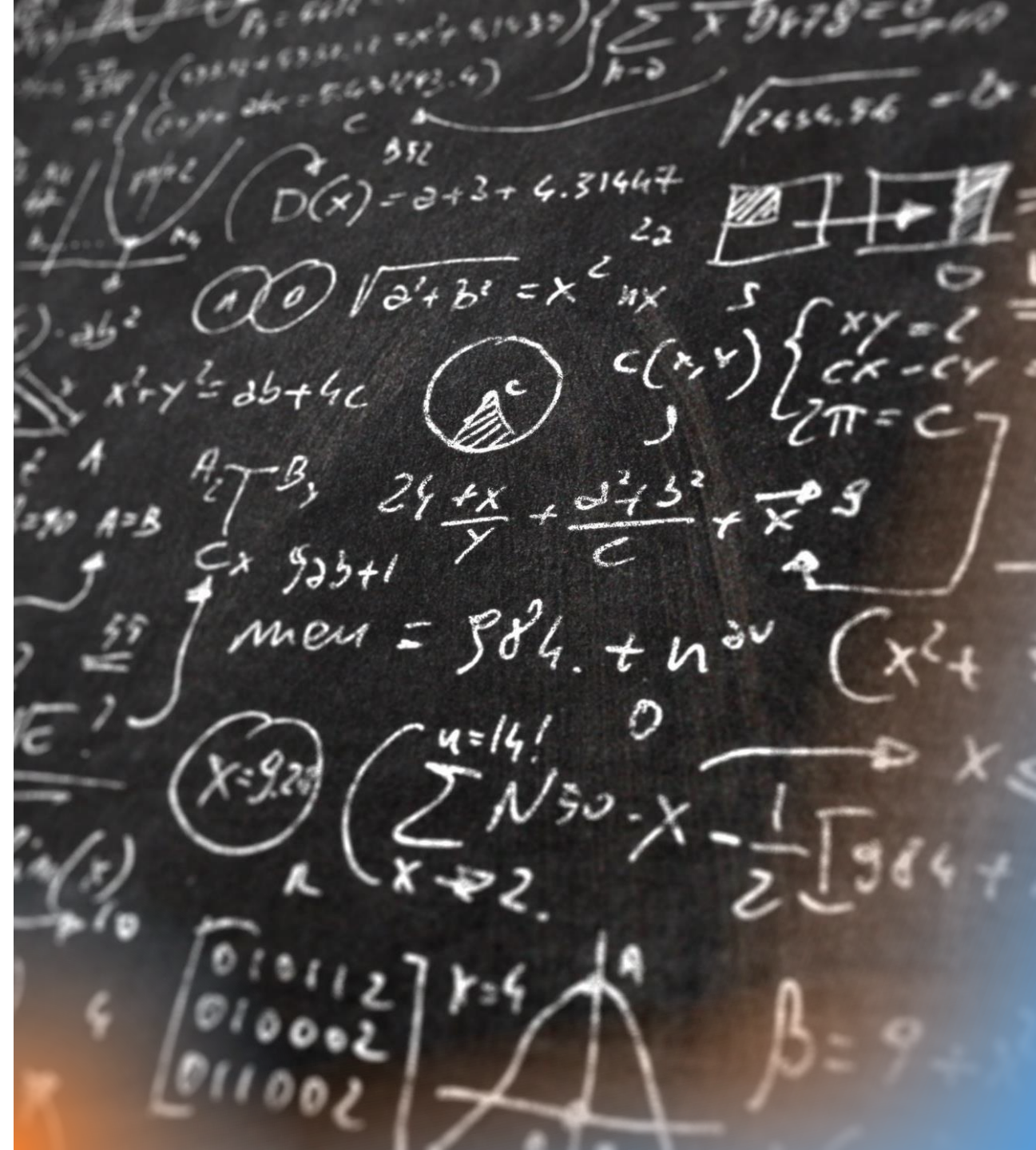
Ultimately this is about developing self-directedness as a learner

Activity – motivational scenarios

Read the scenario you have been provided with, what might be the motivational barriers in this case and what are the potential solutions?
(15 minutes)



Theories of motivation

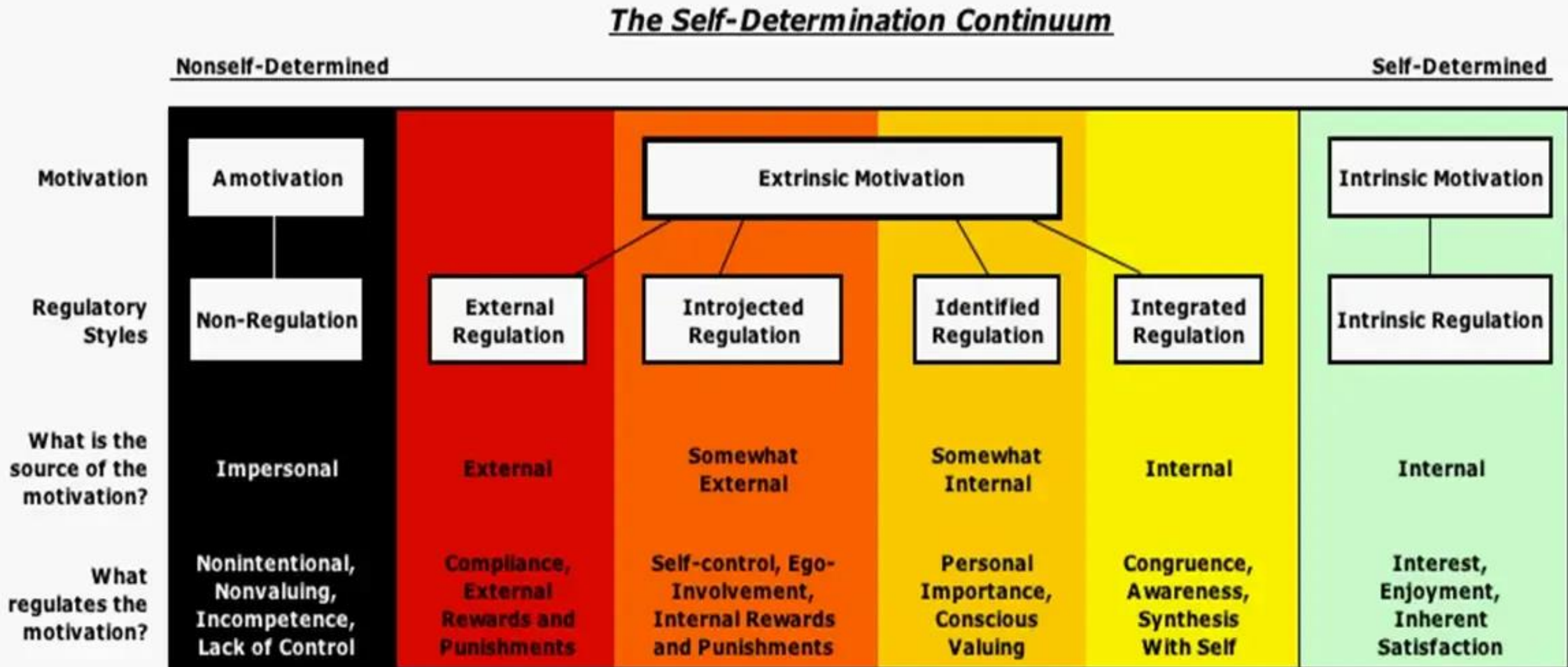


Maslow's Hierarchy of Needs



Pyramid of Needs (After Abraham Maslow)

Deci and Ryan's self-determination theory

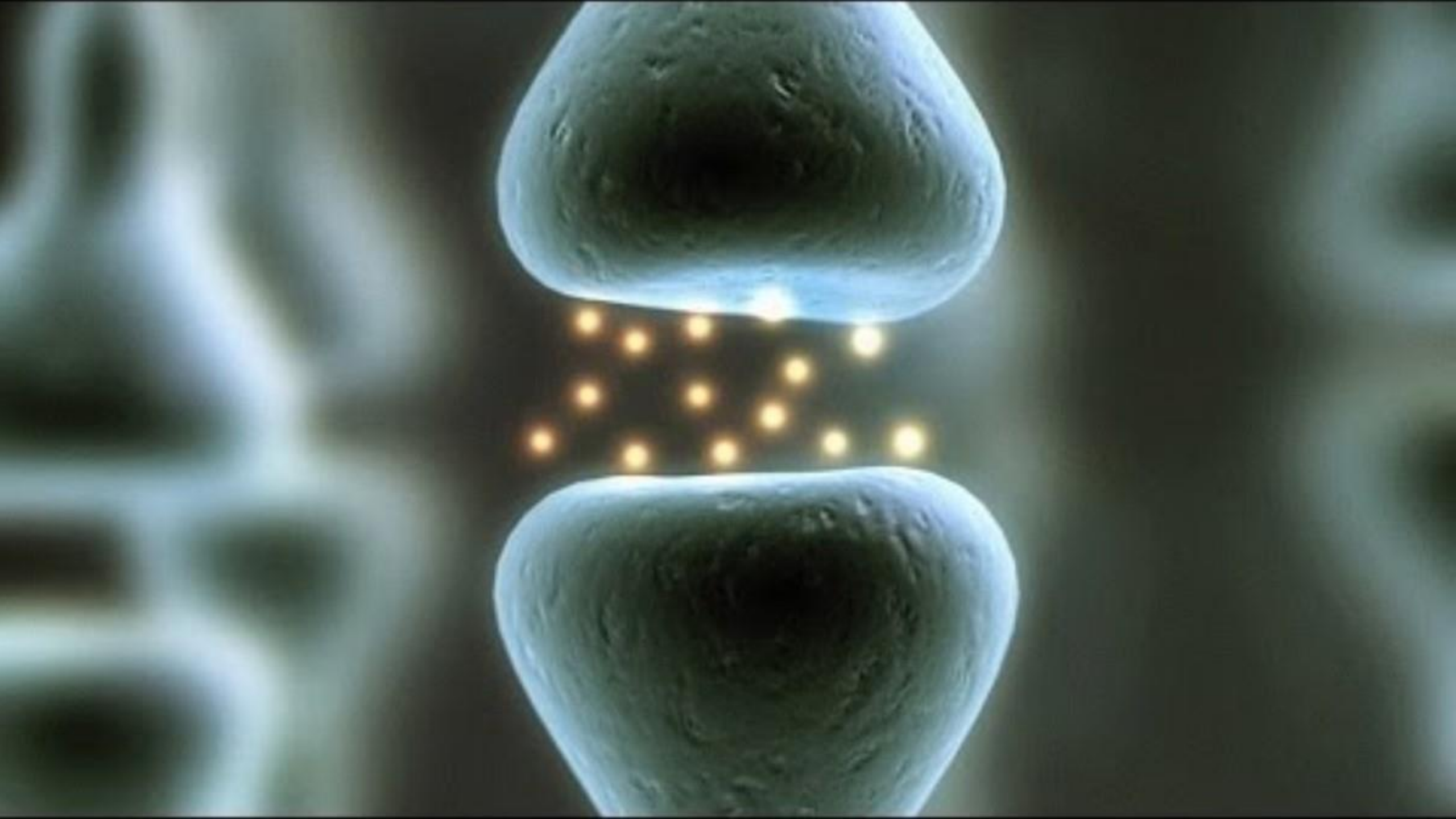


(Based on Ryan, R.M. & Deci, E.L. (2000). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*. *American Psychologist*. 55(1), 68-78.)



Growth mindset (Dweck 2017)

- Your intelligence is something very basic about you that you can't change very much
- You can learn new things, but you can't really change how intelligent you are
- No matter how much intelligence you have, you can always change it quite a bit
- You can always substantially change how intelligent you are





Task

- In groups design an activity that you could use in a classroom on any subject of your choice that incorporates elements from one or more of those theories we just considered.



Resilience



Will Smith

'I've never really viewed myself as particularly talented. Where I excel is ridiculous, sickening work ethic'





Resilience and teaching

- Why is resilience important within the teaching profession?

Angela Duckworth 'Grit'

- *'Grit is passion and perseverance of long-term goals'*
- *'Our potential is one thing, what we do with it is another'*
- Two components – passion and perseverance
- Developed the grit scale, applied it in schools



Task: Developing resilience as teachers

- In small groups consider what strategies you might use to support your own resilience as a teaching professional.



Reflection

- To identify key features of motivation and how they apply to post-16 learners
- To consider strategies for improving motivation within the classroom
- To reflect on the significance of teacher resilience and its connection to learner motivation



References/further reading

- Dweck, C. (2017) *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*. London: Robinson.
- Duckworth, A. (2018) *Grit: Why passion and resilience are the secrets to success*. London: Ebury Publishing
- Knowles, M. et al (1984) *Andragogy in Action. Applying modern principles of adult education*, San Francisco: Jossey Bass
- Ryan, R. M., & Deci, E. L. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY, US: Plenum Press.
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