

ECAD5007/C

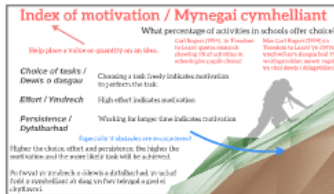


Motivation and Mindset Cymhelliant a Meddylfryd

ECAD5007/C

Give yourself a score
out of 10 for...
...the extent of your expected
success in this module.
...how highly you value today's
learning.

xxhhhhhh! Don't tell!



Key theorists - For further research
Damcaniaethwyr allweddol - Ar gyfer ymchwil bellach

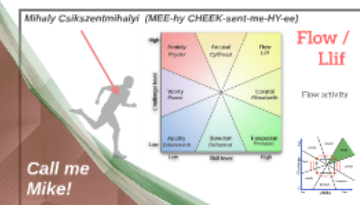
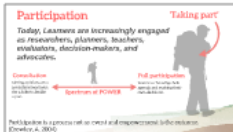
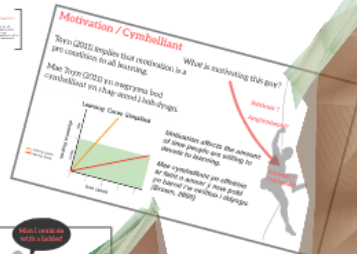
Lillian Katz

Ferre Leuvers

So who was engaged in deep level learning?

How do we know?

Observation feedback from Leuvers scales of well being and involvement.





Sitting in a 3.8-metre sea
kayak and watching
a four-metre great
white approach you is
a fairly tense experience

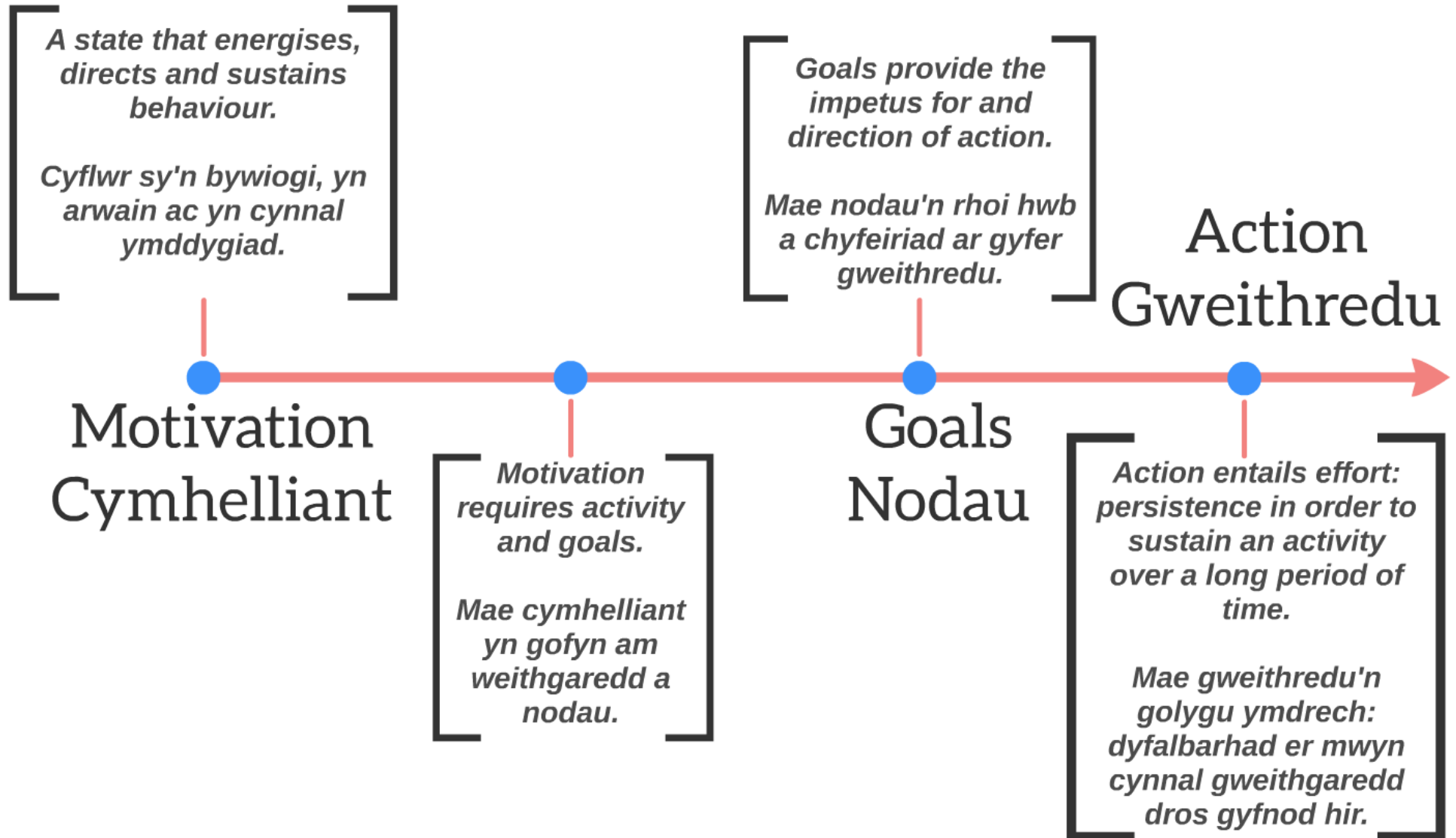
MOTIVATION

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

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)

Pwynt allweddol yw bod cymhelliant yn mynd law yn llaw â dysgu a pherfformiad; hynny yw, mae cymhelliant yn dylanwadu ar ddysgu a pherfformiad ac mae'r hyn y mae myfyrwyr yn ei wneud a'i ddysgu yn dylanwadu ar eu cymhelliant (Pintrich, 2003; Schunk, 1995)

Motivation / Cymhelliant



involved in making
it might affect me.

What are the limitations of this tool...
What may be some of the benefits of this participation?

Motivation / Cymhelliant

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

Mae Toyn (2011) yn awgrymu bod cymhelliant yn rhag-amod i bob dysgu.

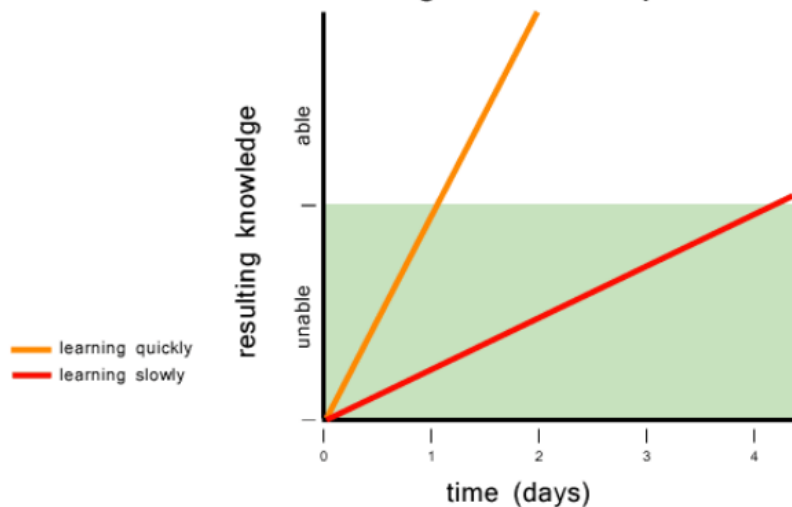
What is motivating this guy?

Extrinsic ?

Anghynhenid?

Intrinsic ?
Cynhenid?

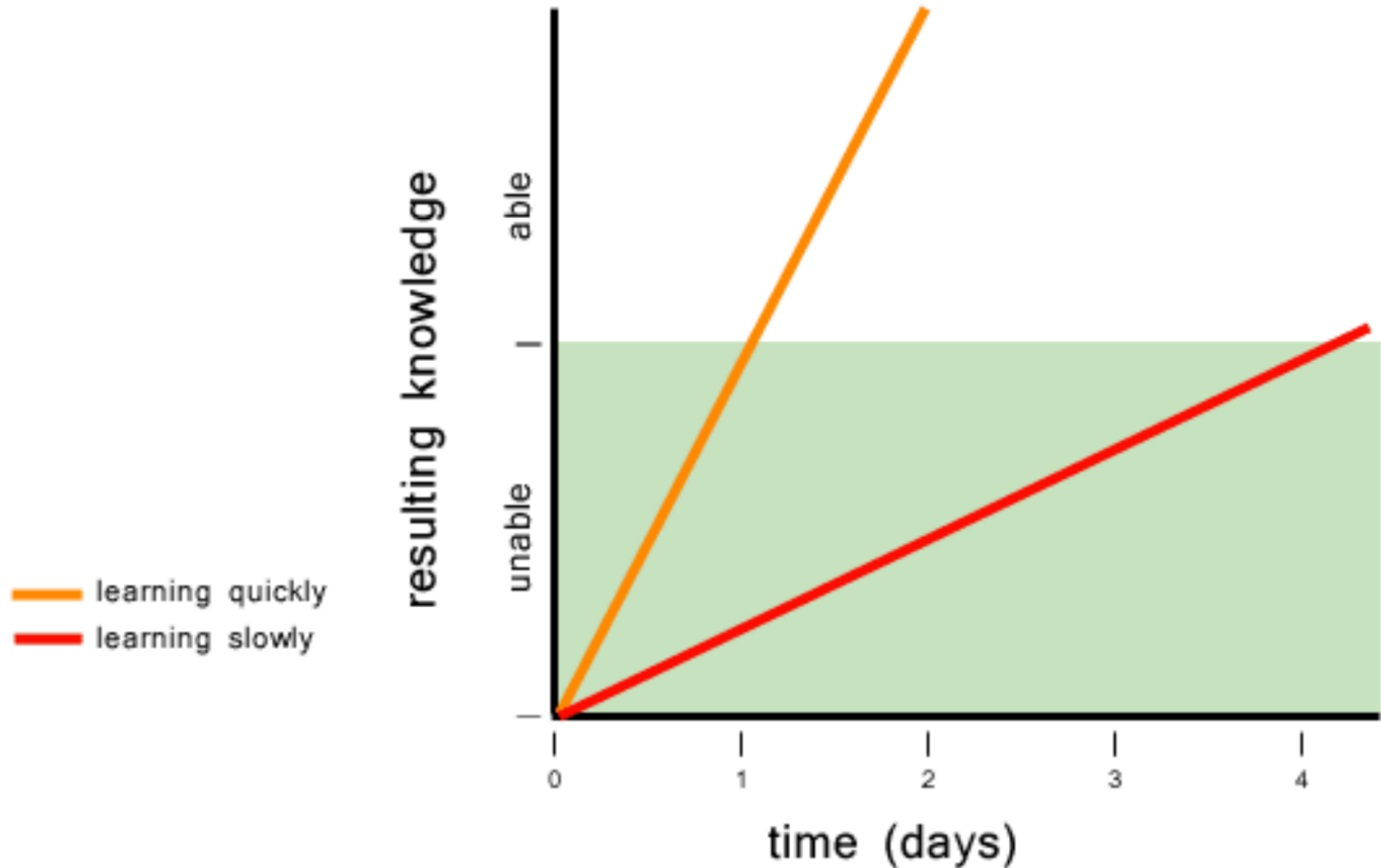
Learning Curve Simplified



Motivation affects the amount of time people are willing to devote to learning.

Mae cymhelliant yn effeithio ar faint o amser y mae pobl yn barod i'w neilltuo i ddysgu. (Brown, 2000)

Learning Curve Simplified

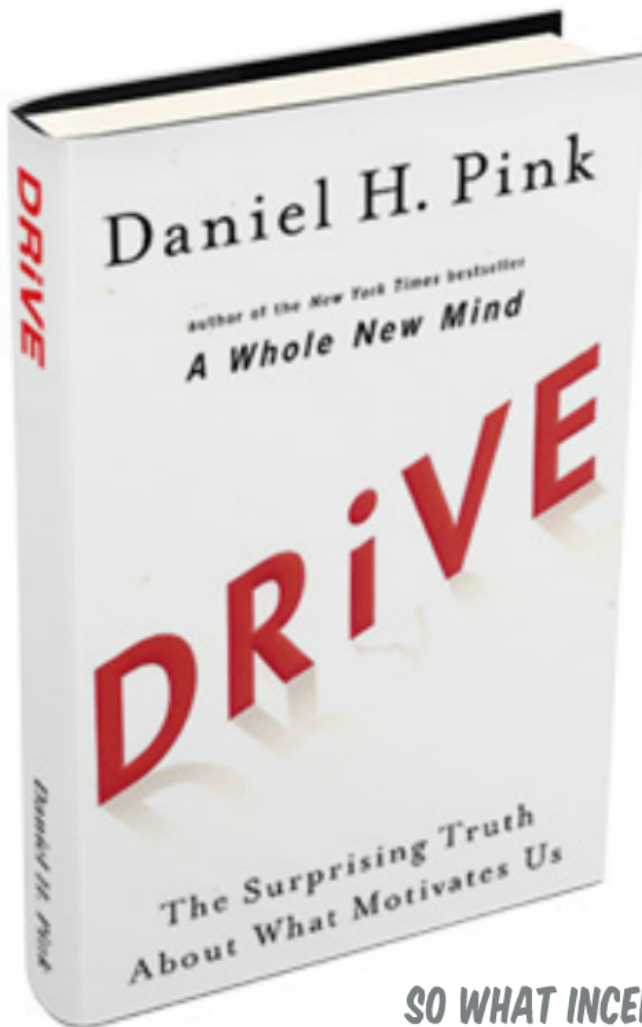


M
o
d

M
a
y
(1



You Tube



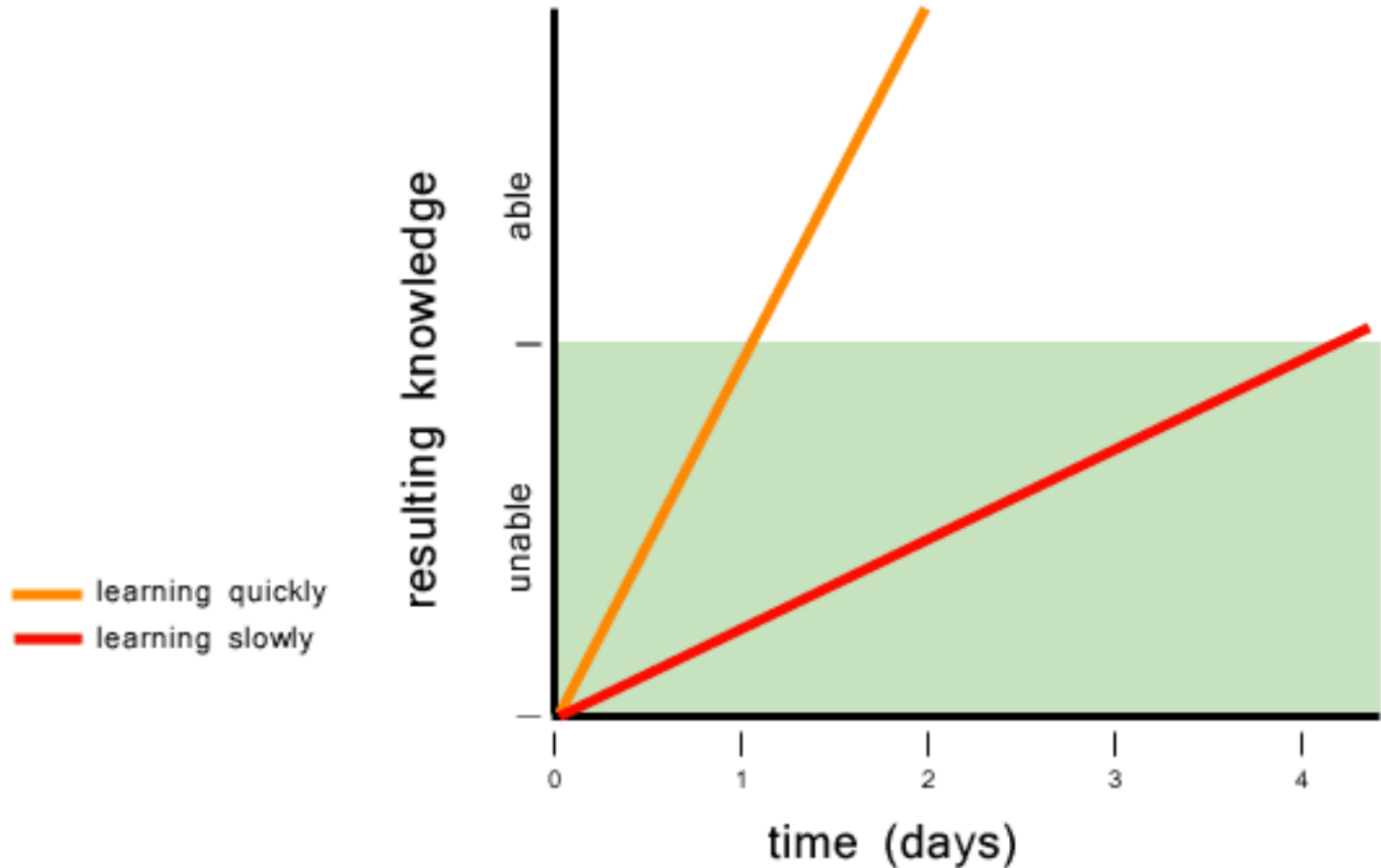
“Incentives are designed to sharpen our thinking and accelerate creativity. It does not only NOT work, in fact it does the opposite in some cases. It dulls thinking and blocks creativity.”

“Mae cymhellion wedi'u cynllunio i hogi ein meddwl a chyflymu creadigrwydd. Nid yn unig NAD yw'n gweithio, mewn gwirionedd mae'n gwneud y gwrthwyneb mewn rhai achosion. Mae'n difetha meddwl ac yn blocio creadigrwydd. ”



SO WHAT INCENTIVES WILL YOU UTILISE? / FELLY PA GYMHELLION Y BYDDWCH CHI'N EU DEFNYDDIO?

Learning Curve Simplified



M
o
d

M
a
y
(1

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

Positive

?

?

Write a report

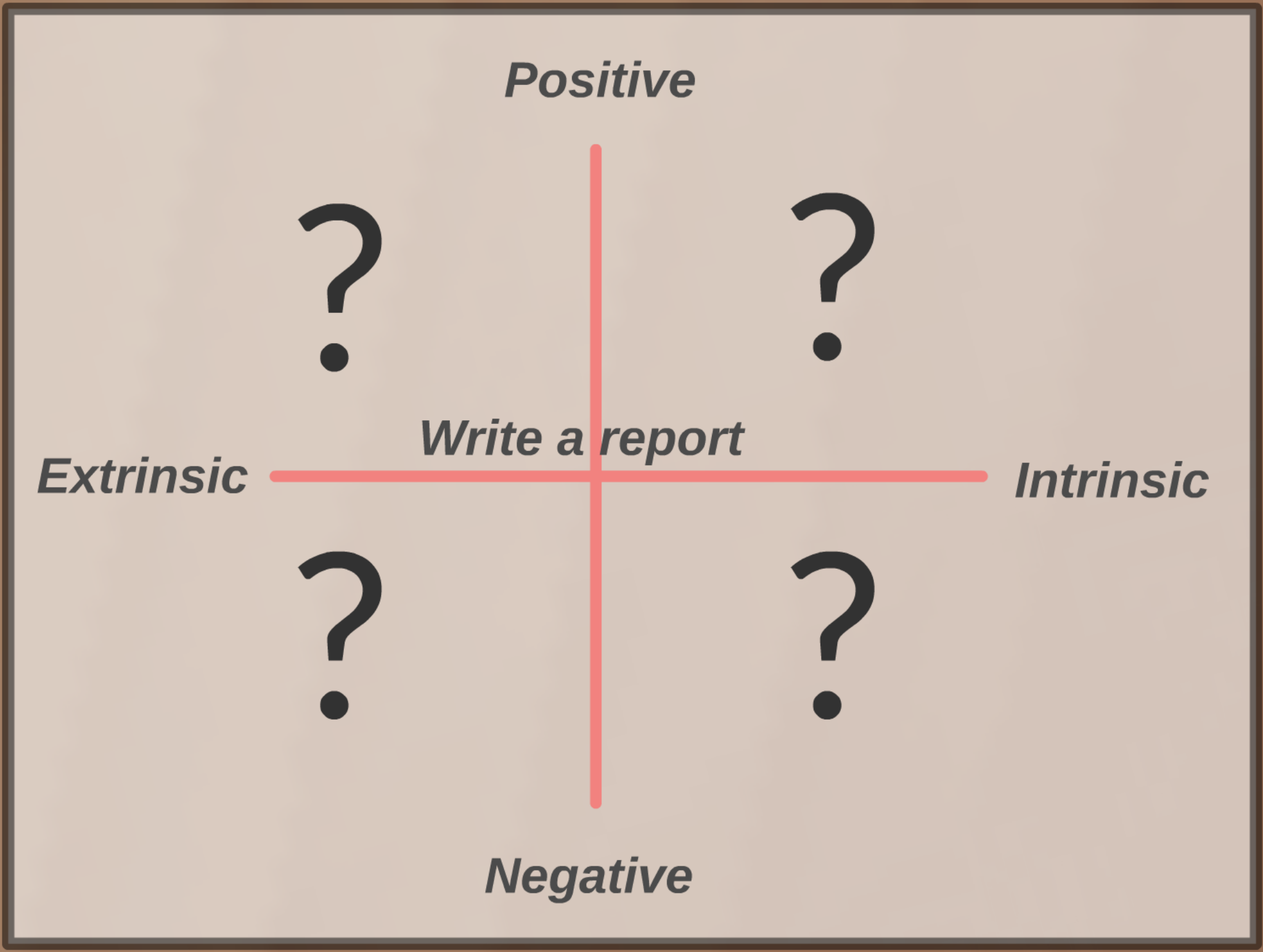
Extrinsic

Intrinsic

?

?

Negative



4 kinds of motivation



Index of motivation / Mynegai cymhelliant



Help place a value or quantity on an idea.

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!

Mae Carl Rogers (1994) yn 'Freedom to Learn' yn dyfynnu ymchwil sy'n dangos bod 1% o weithgareddau mewn ysgolion yn rhoi dewis i ddisgyblion!

**Choice of tasks /
Dewis o dasgau**

Choosing a task freely indicates motivation to perform the task.

Effort / Ymdrech

High effort indicates motivation

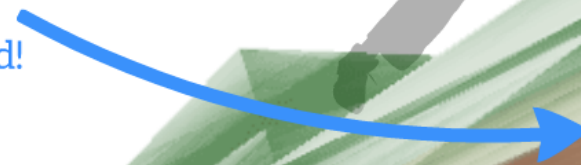
**Persistence /
Dyfalbarhad**

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.

Po fwyaf yr ymdrech o ddewis a dyfalbarhad, yr uchaf fydd y cymhelliant a'r dasg yn fwy tebygol o gael ei chyflawni.



***Constructivist
Adeileddol***

***Humanist
Dyneiddiol***

Motivation / Cymhelliant



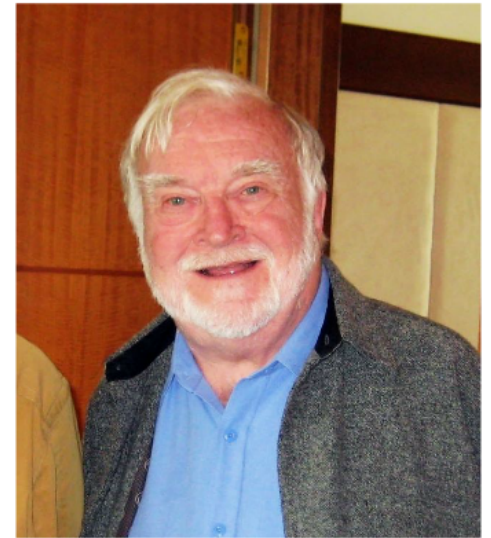
***Behaviourist
Ymddygiadol***

Key theorists - For further research

Damcaniaethwyr allweddol - Ar gyfer ymchwil bellach



Lilian Katz



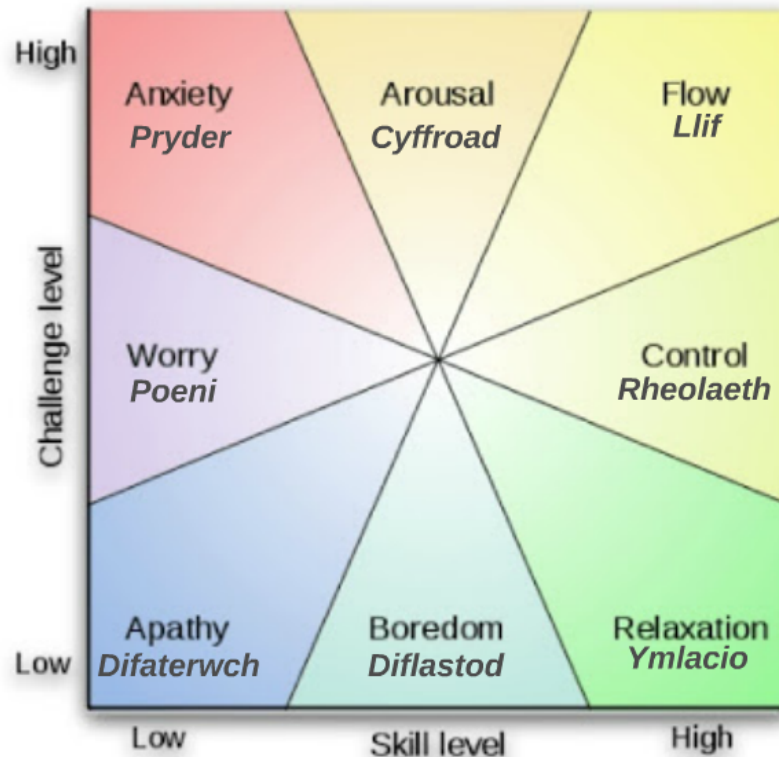
Ferre Leuvers



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

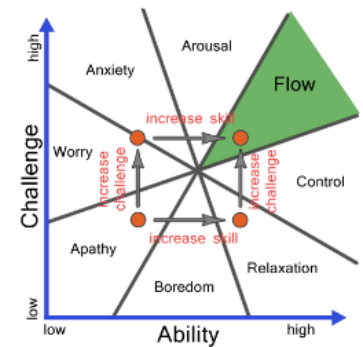


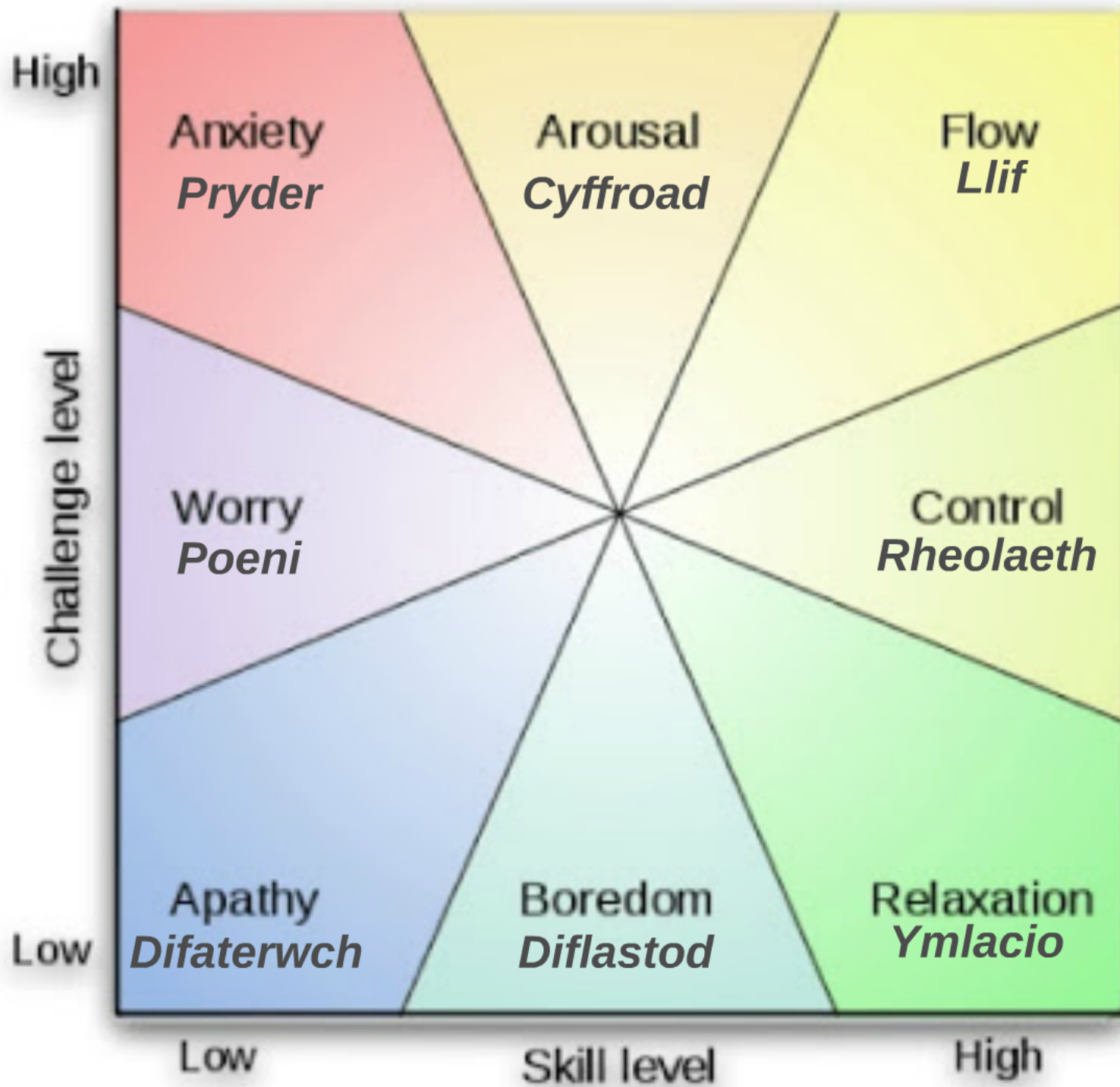
Call me
Mike!



Flow /
Llif

Flow activity

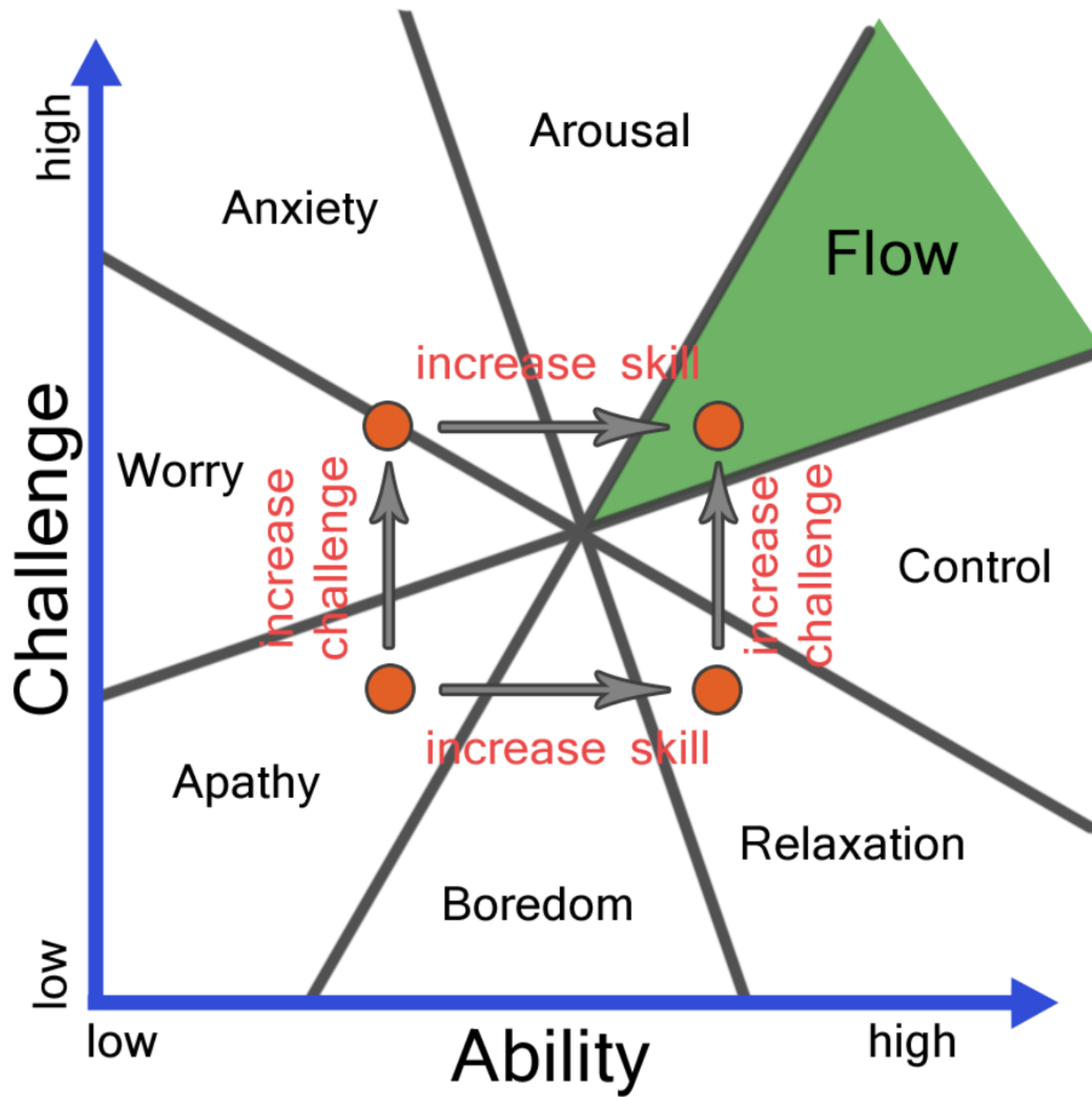




FI

Flow





Look at her book...she's the clever one!

Edrychwch ar ei llyfr ... hi yw'r un glyfar!

Growth Mindset or Fixed mindset?



You Tube



Fixed mindset?

Meddylfryd sefydlog?

A belief system that suggests a person has a predetermined amount of intelligence, skills or talents.

System gred sy'n awgrymu bod gan berson swm a bennwyd ymlaen llaw o ddeallusrwydd, sgiliau neu ddoniau.

(Ricci, 2013)



Fixed mindset problem...

Problem meddylfryd sefydlog ...

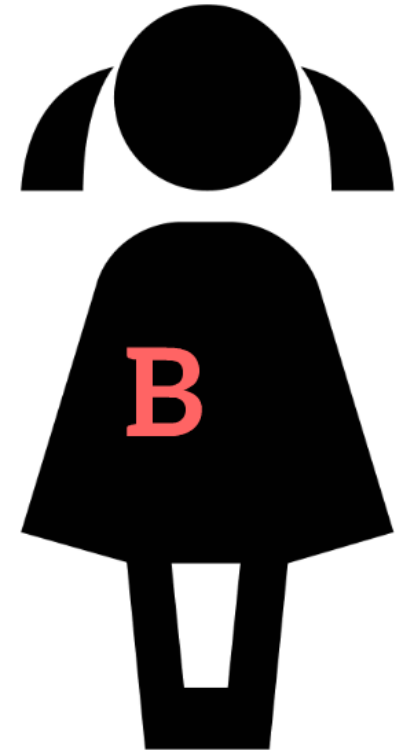
Looking smart at all costs!

Edrych yn smart ar bob cyfrif!



Self-fulfilling prophecy

Proffwydoliaeth hunangyflawnol



Become risk adverse / Byddwch yn wrth-risg Gives up! / Yn rhoi i fyny!

Dweck (2006) Often the high achievers will blame outside forces when they fail at a task.



Yn aml, bydd y cyflawnwyr uchel yn beio dylanwadau allanol pan fyddant yn methu â thasg.

Have you ever heard a parent say this?

I understand that he doesn't do well in reading because I was never good at reading.

Rwy'n deall nad yw'n dda am ddarllen oherwydd doeddwn i erioed yn dda am ddarllen.



She's just like me, maths was not my thing either!

Mae hi yn union fel fi, nid mathemateg oedd fy mheth innau chwaith!



A ydych erioed wedi clywed rhiant yn dweud hyn?

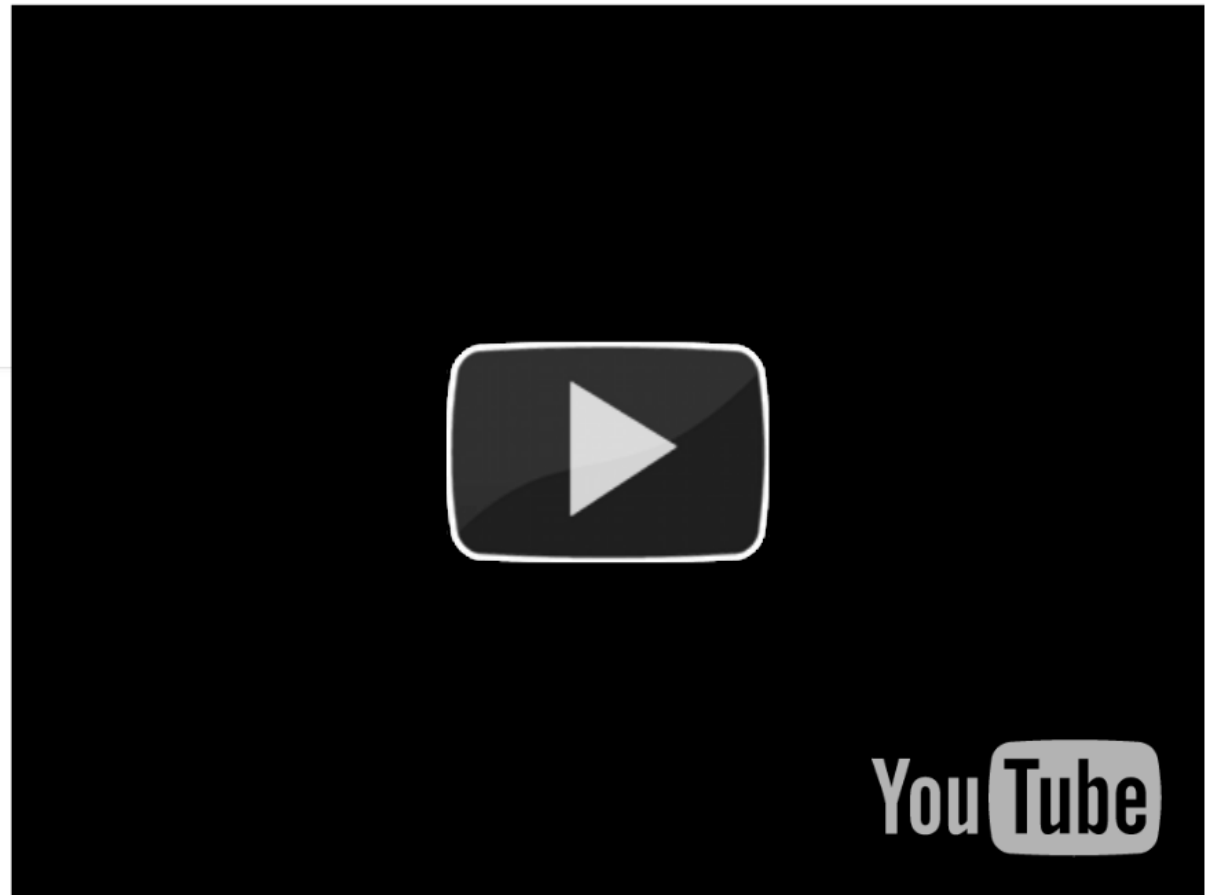
Growth Mindset?

Meddylfryd Twf?



"A belief system that suggests that one's intelligence can be grown or developed with persistence, effort and focus on learning" (Ricci, 2013).

"System gred sy'n awgrymu y gellir tyfu neu ddatblygu deallusrwydd rhywun gyda dyfalbarhad, ymdrech a chanolbwyntio ar ddysgu" (Ricci, 2013).



Carol Dweck



You Tube

EFFORT / YMDRECH

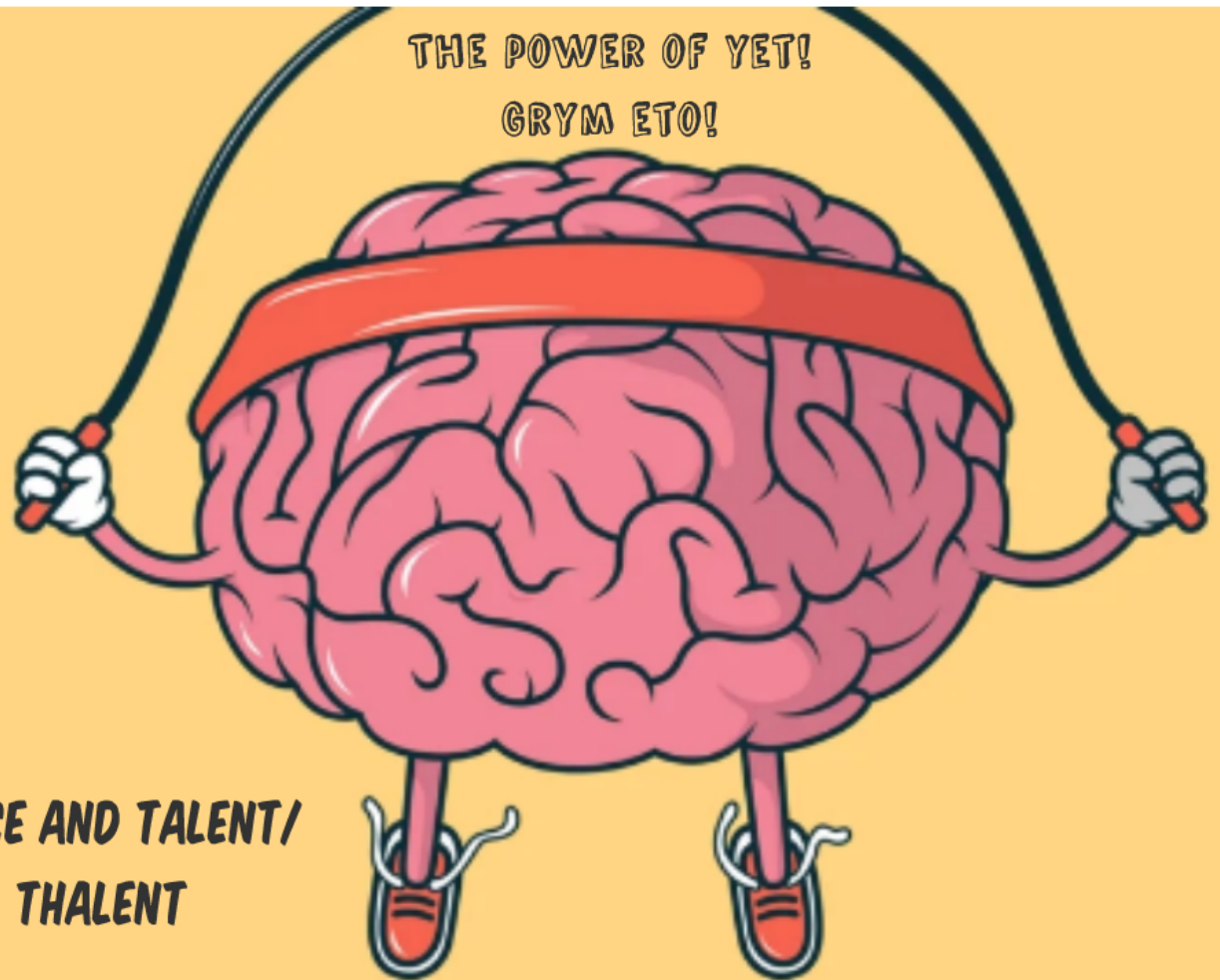
STRATEGIES/ STRATEGAETHAU

FOCUS / FFOCWS

PERSEVERANCE / DYFALBARHAD

IMPROVEMENT / GWELLIANT

**MORE IMPORTANT THAN INTELLIGENCE AND TALENT/
YN BWYSICACH NA DEALLUSRWYDD A THALENT**



Neuroplasticity

The ability for the brain to change, adapt and 'rewire' itself throughout our entire life

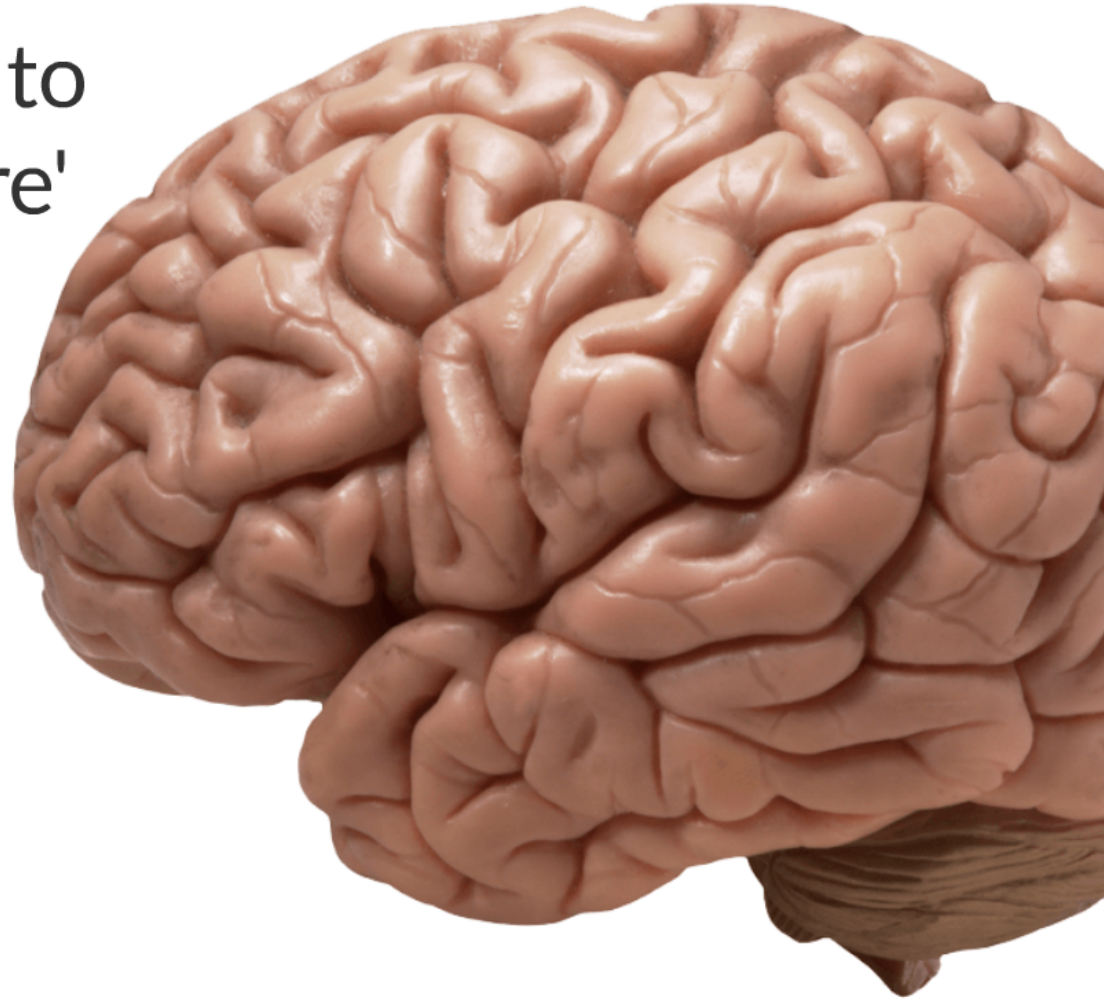
Gallu'r ymennydd i newid, addasu ac 'ailweirio' ei hun trwy gydol ein hoes

Works both ways!

(Creates new connections + Eliminates connections that are not used very often.)

Yn gweithio'r ddwy ffordd!

(Yn creu cysylltiadau newydd + Yn dileu cysylltiadau nad ydyn nhw'n cael eu defnyddio'n aml iawn.)



Let's play a game!

Gadewch i ni chwarae gêm!

Challenges / Heriau

Things you don't know / Pethau nad ydych chi'n eu hadnabod

Criticism and Feedback /
Beirniadaeth ac Adborth

Intelligence / Cudd-wybodaeth

Independence / Annibyniaeth

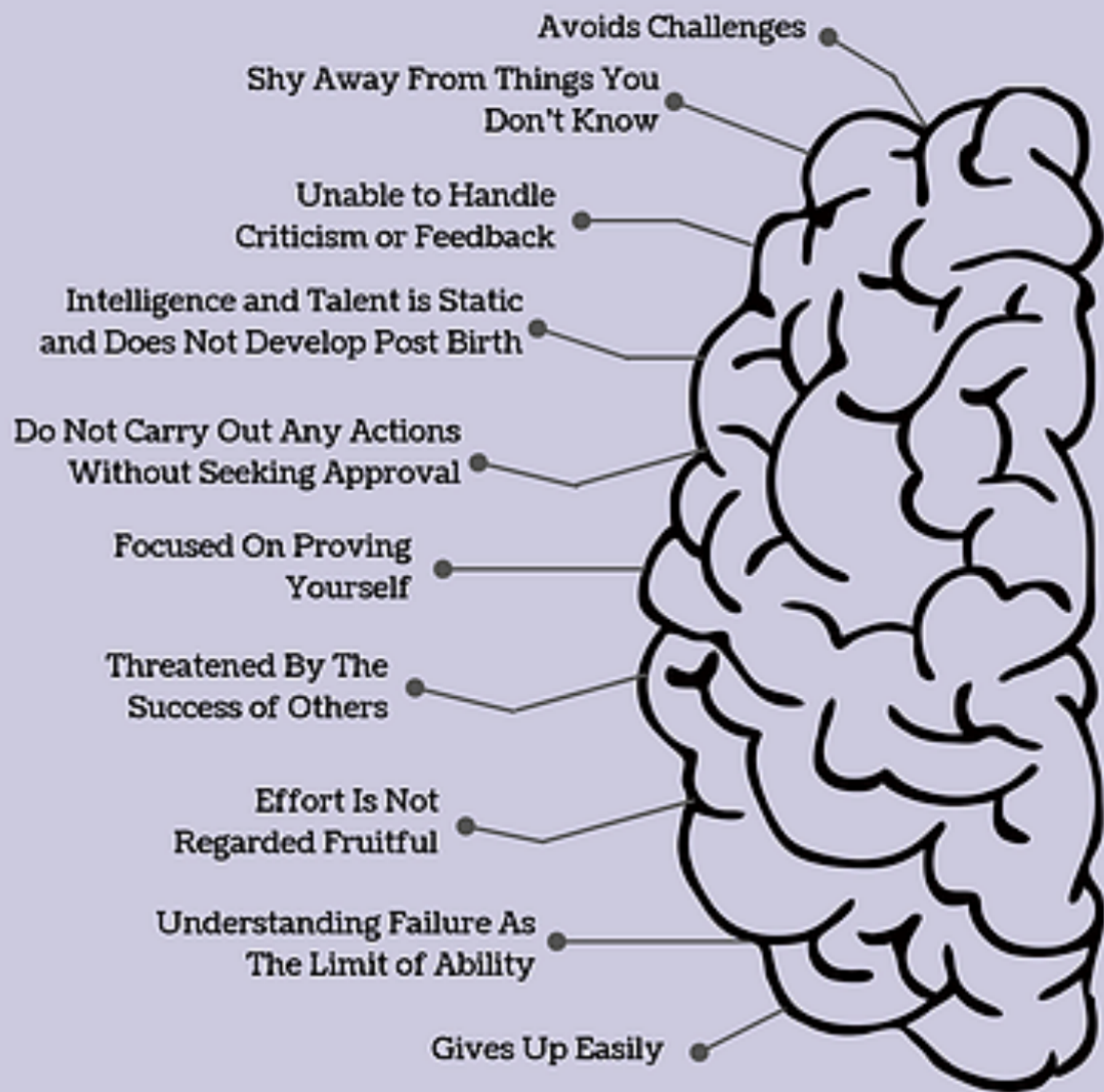
Focus / Ffocws

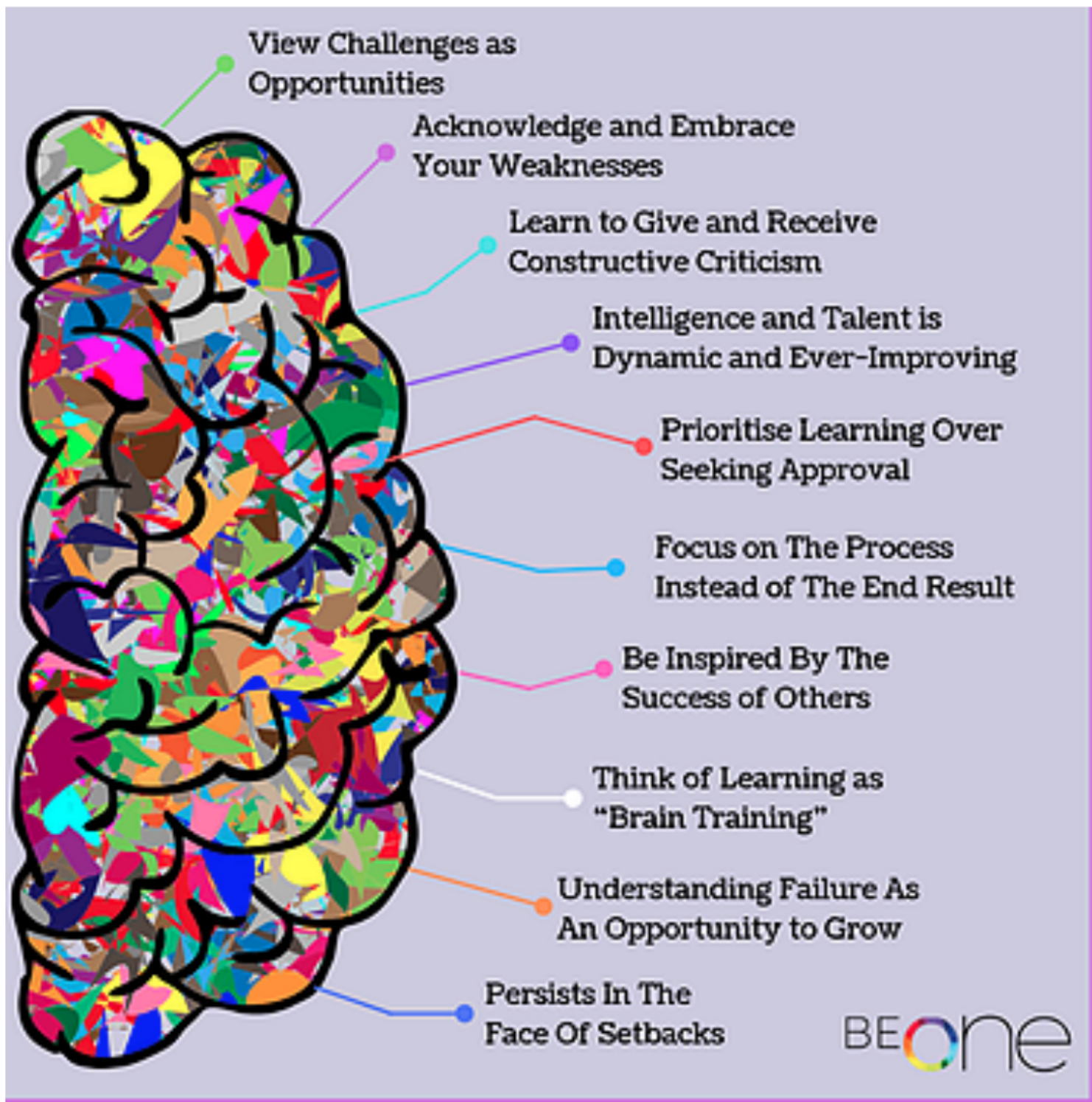
Success of others / Llwyddiant eraill

Failure / Methiant

Set backs / Siomedigaethau







"It's OK, not everybody is good at maths, just do your best."

"Mae'n iawn, nid yw pawb yn dda mewn mathemateg, dim ond gwna dy orau."



"That's fine, maybe poetry isn't one of your strengths."

"Mae hynny'n iawn, efallai nad yw barddoniaeth yn un o dy gryfderau."



"The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next? ."

"Y pwynt yw peidio â chael y cyfan ar unwaith. Y pwynt yw tyfu eich dealltwriaeth gam wrth gam. Beth allwch chi roi cynnig arno nesaf?"



"The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next? ."

"Y pwynt yw peidio â chael y cyfan ar unwaith. Y pwynt yw tyfu dy ddealltwriaeth gam wrth gam. Beth alli di roi cynnig arno nesaf?"



"Don't worry, you'll get it if you keep trying"

"Pais â phoeni, fe gei di e os wnei di ddal ati"



padlet



Mr Cox • 1m

How might we develop a growth mindset in our learners?

Take some time to research the possible strategies schools are using to develop a growth mindset and note them below.

www.padlet.com/uwtsd/mindset

Motivation and Mindset Cymhelliant a Meddylfryd

ECAD5007/C

Give yourself a score
out of 10 for...
...the extent of your expected
success in this module.
...how highly you value today's
learning.
xshhhhhh! Don't tell!



Key theorists - For further research
Damcaniaethwyr allweddol - Ar gyfer ymchwil bellach

Lillian Katz

Ferre Leuvers

So who was engaged in deep level learning?

How do we know?

Observation feedback from Leuvers
scales of well being and involvement.

