

Motivation and Mindset Cymhelliant a Meddylfryd

ECAD5007/C

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

Index of motivation / Mynegai cymhelliant
Help place a value or quantity on an idea

Key theorists - For further research
Damcaniaethwyr allweddol - Ar gyfer ymchwili bellach
Lilian Katz
Ferre Leuvers

So who was engaged in deep level learning?
How do we know?
Observation feedback from Leuvin scales of well being and involvement.

edpuzzle
Carol Dweck

So how did you do?
What can you do to improve your performance?

Motivation / Cymhelliant

Participation
Today, learners are increasingly engaged as researchers, planners, teachers, evaluators, decision-makers, and advocates.
Participation is given not an event and engagement is the outcome.
Crompton, S. 2006

Taking part

Roger Hart
1992
What can you do to improve your performance?

Mihaly Csikszentmihalyi (MEE-hy CHEEK-sent-me-HY-ee)
Flow / Liif
Flow activity

Call me Mike!

Daniel H. Pink
DRIVE



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.

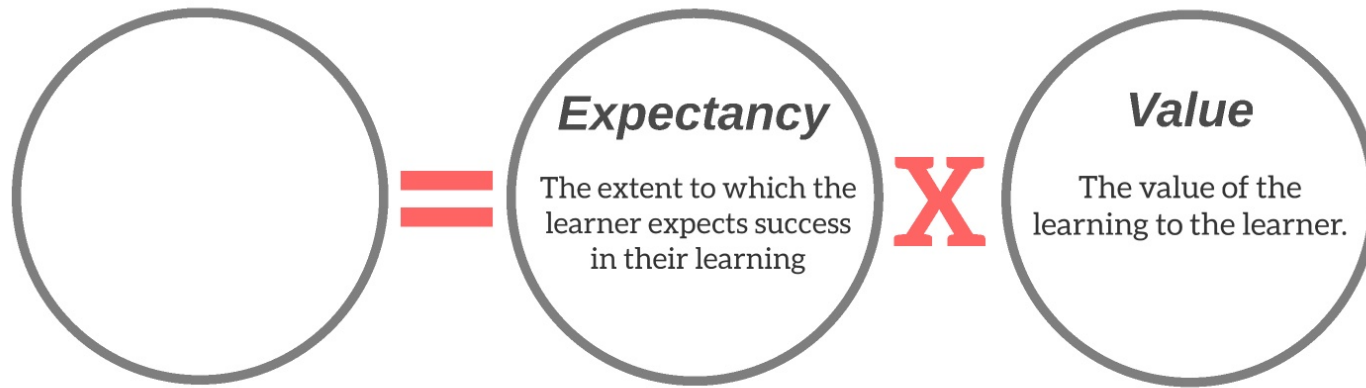
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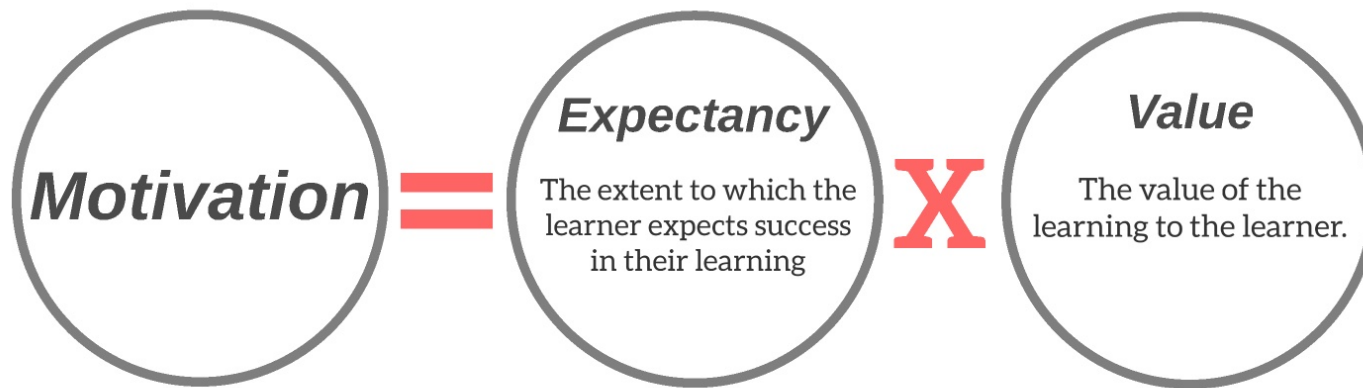
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The expectancy-value theory

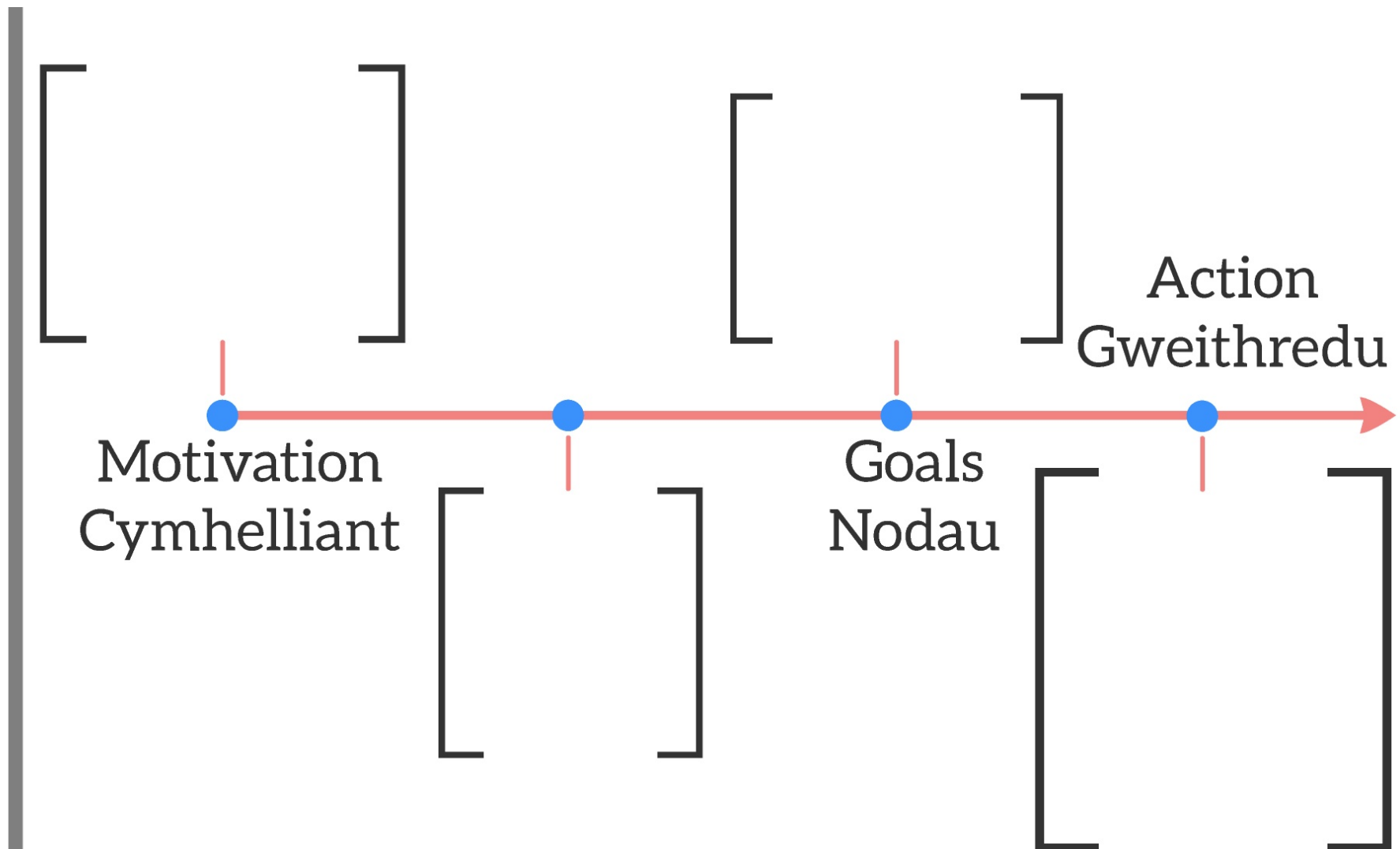


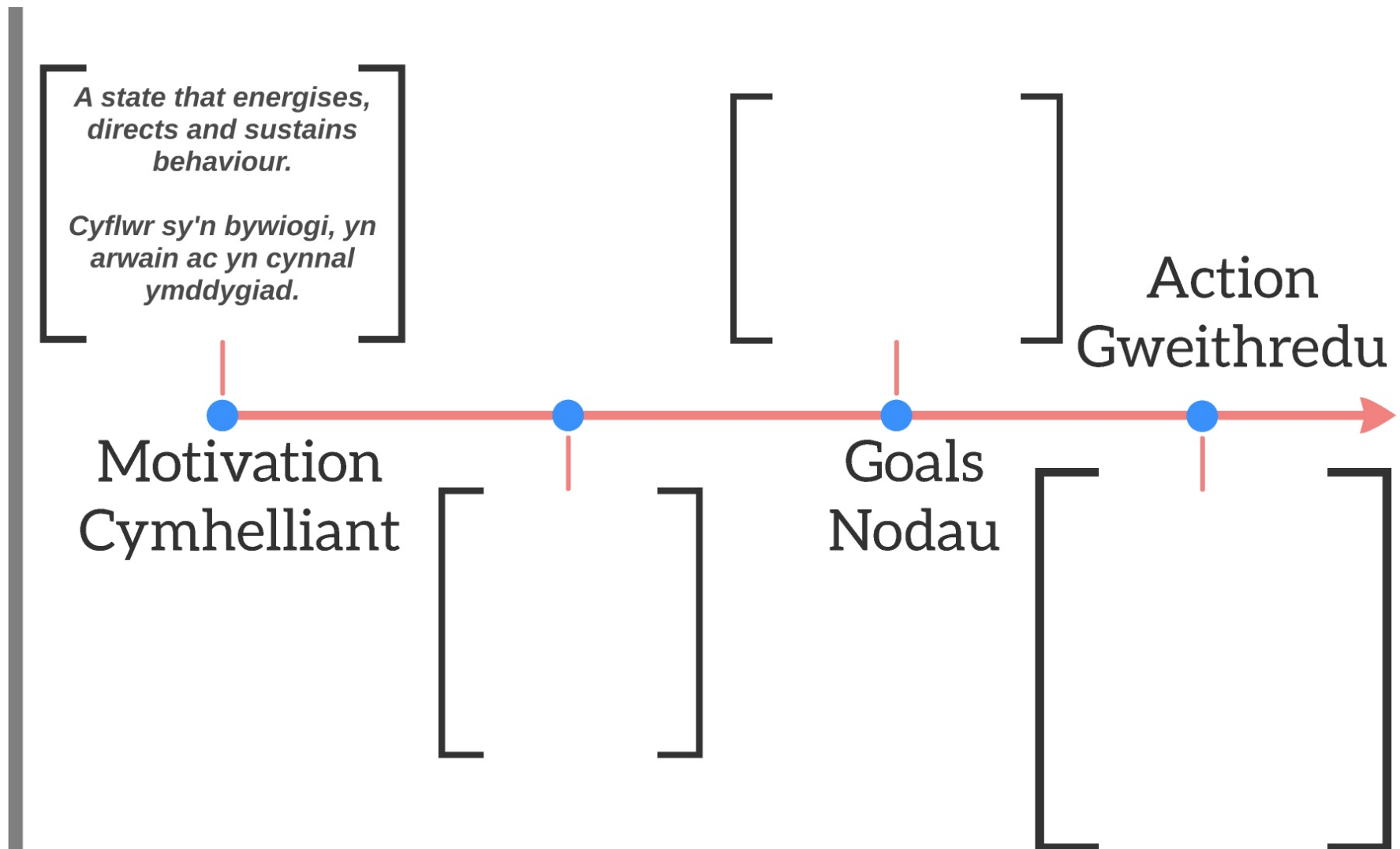
The expectancy-value theory

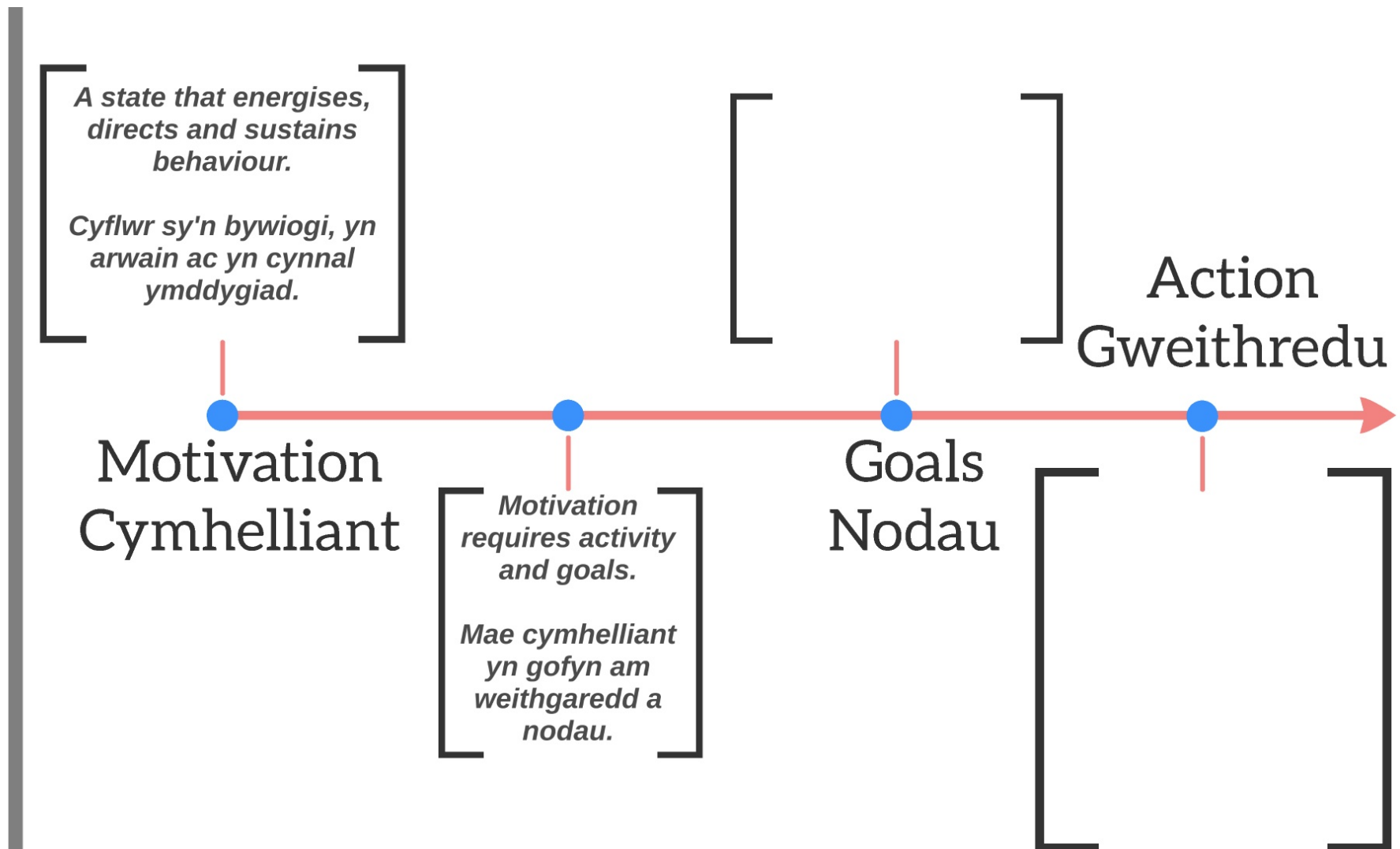


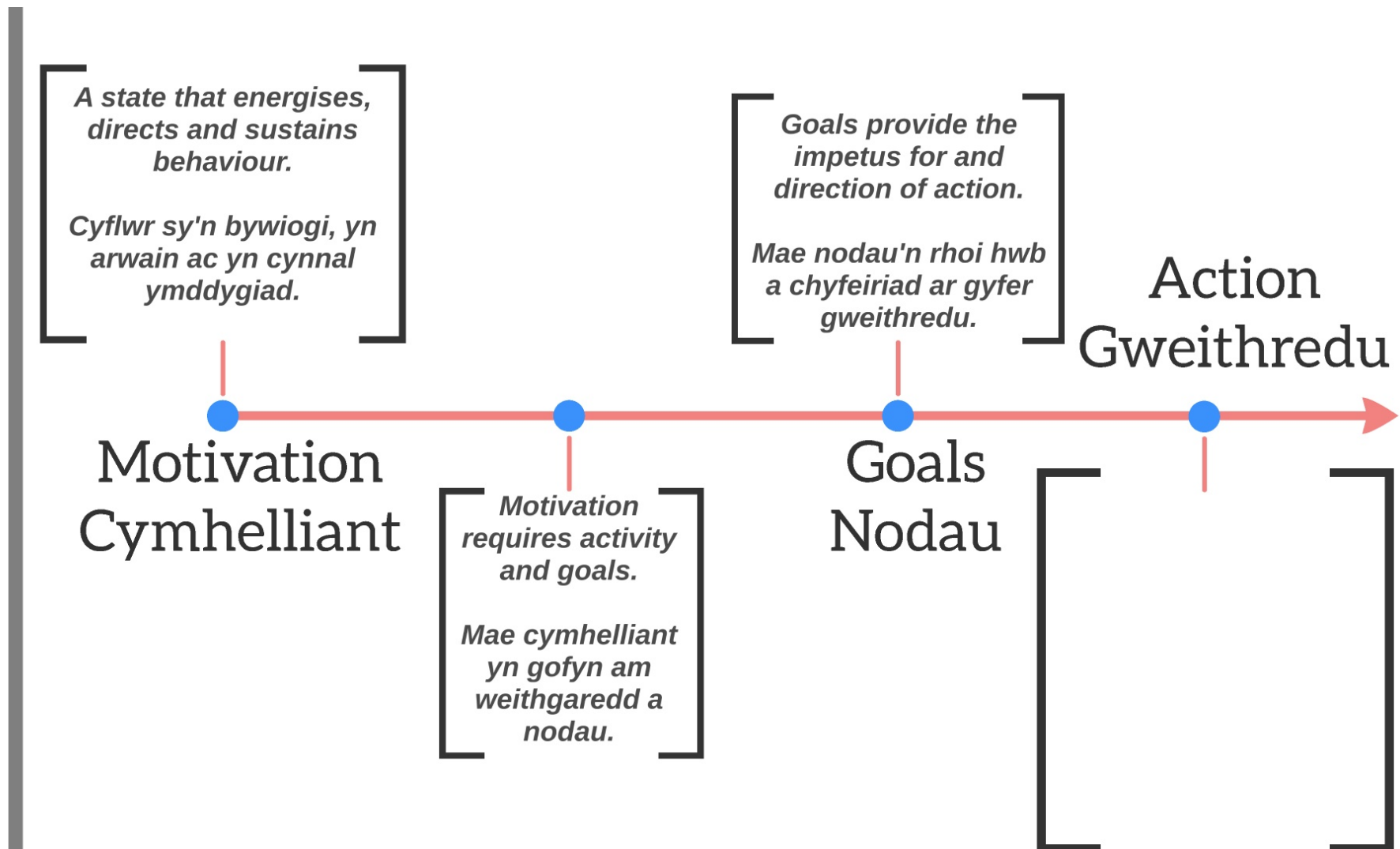
A key point is that motivation bears a reciprocal relation to learning and performance; that is, motivation influences learning and performance and what students do and learn influences their motivation (Pintrich, 2003; Schunk, 1995)

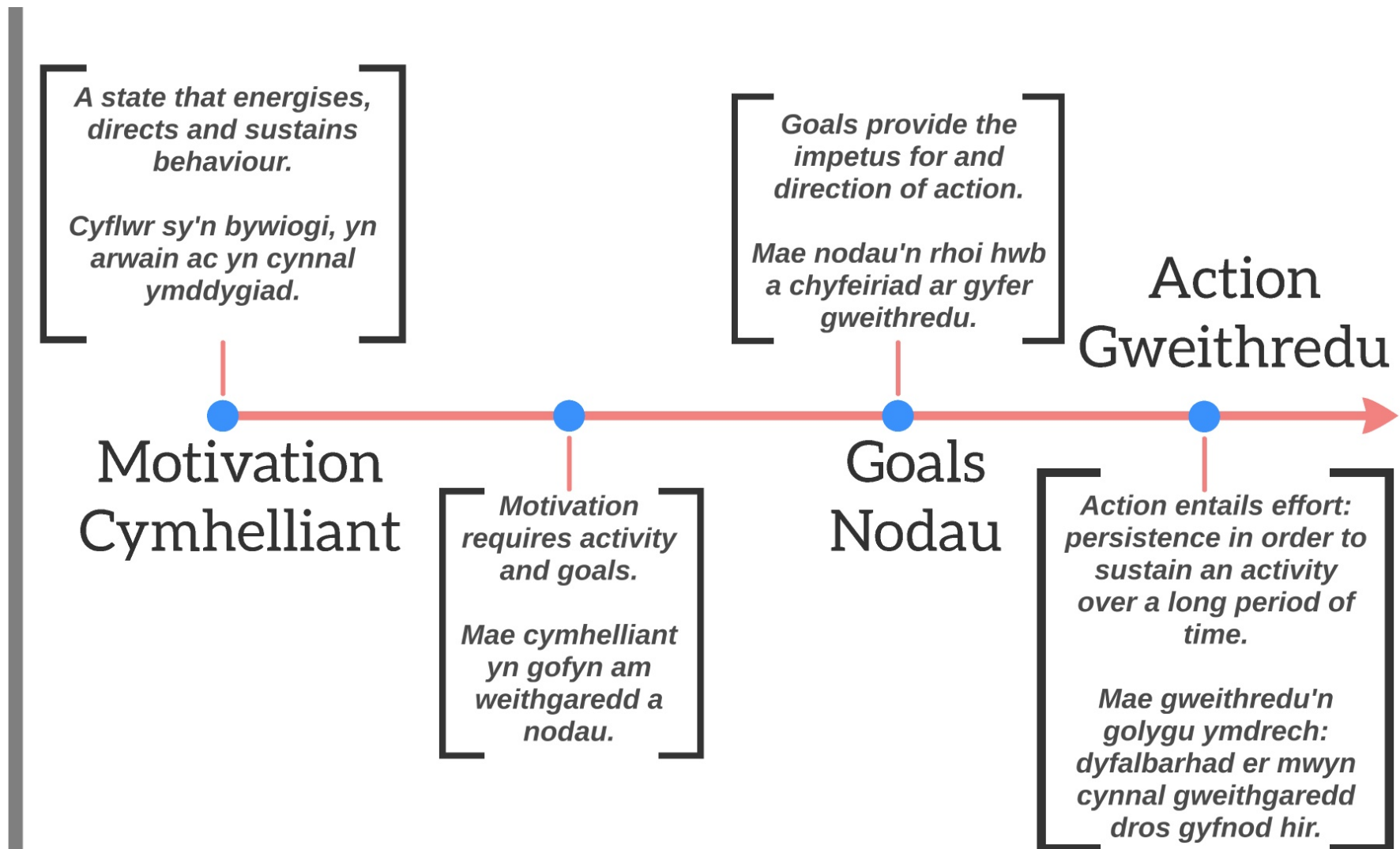
Pwynt allweddol yw bod cymhelliant yn mynd law yn llaw â dysgu a pherfformiad; hynny yw, mae cymhelliant yn dylanwadu ar ddysgu a pherfformiad ac mae'r hyn y mae myfyrwyr yn ei wneud a'i ddysgu yn dylanwadu ar eu cymhelliant (Pintrich, 2003; Schunk, 1995)



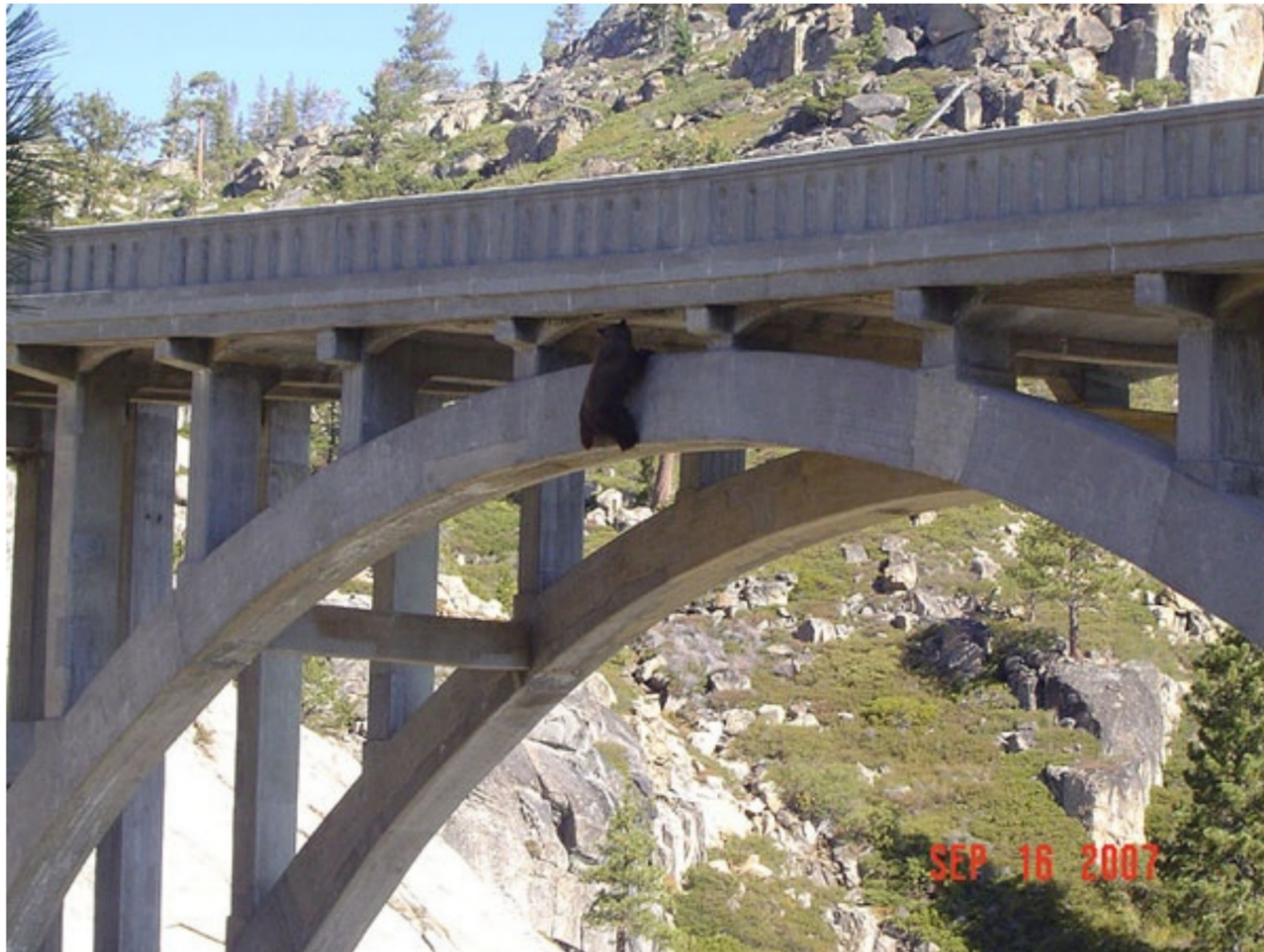












Motivation / Cymhelliant



Motivation / Cymhelliant

What is motivating this guy?

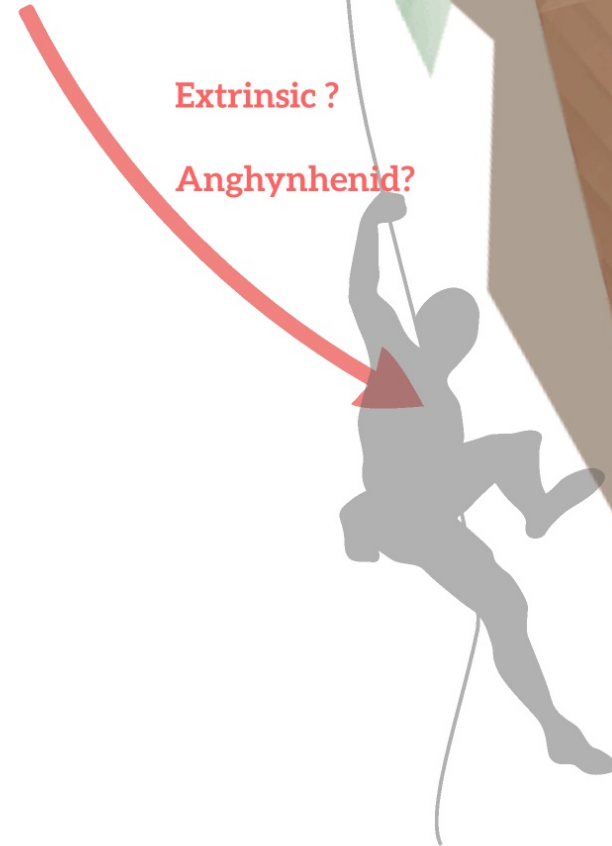


Motivation / Cymhelliant

What is motivating this guy?

Extrinsic ?

Anghynhenid?



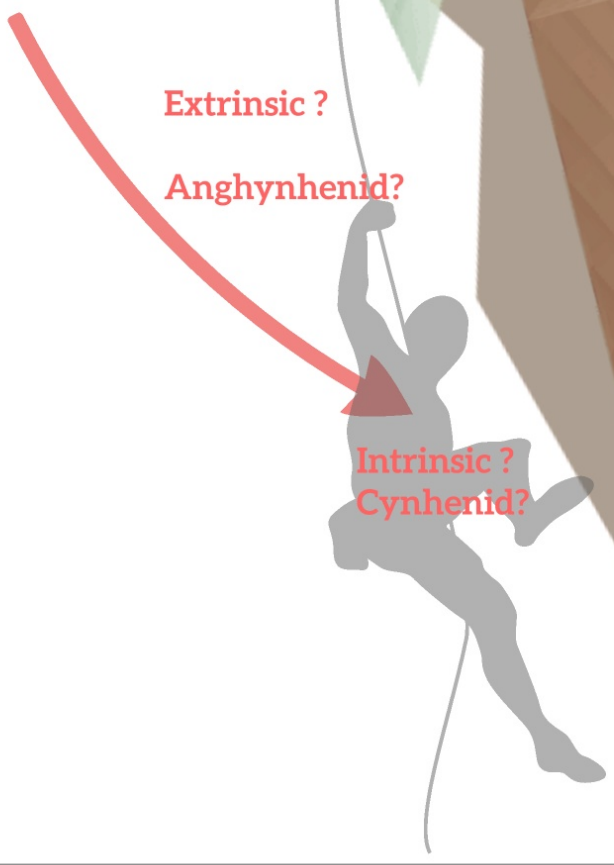
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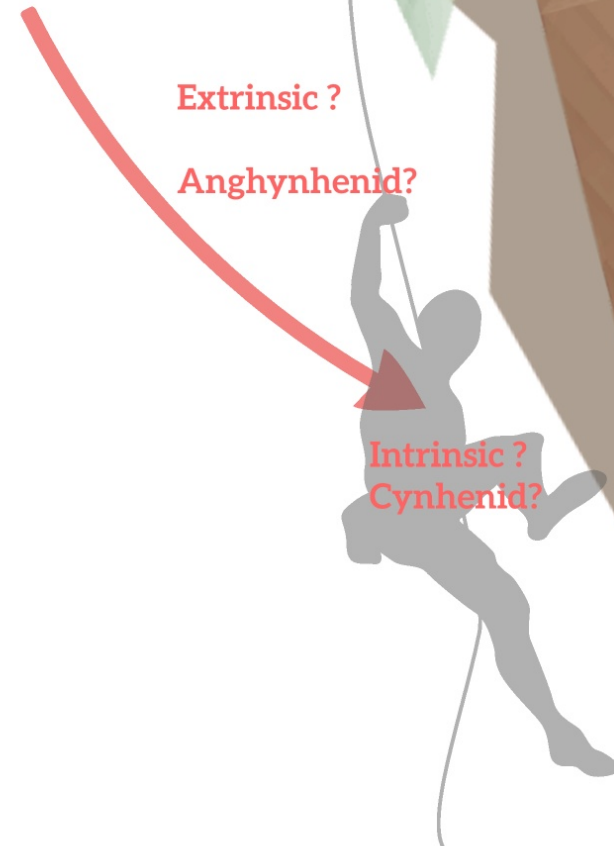


Motivation / Cymhelliant

What is motivating this guy?

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.

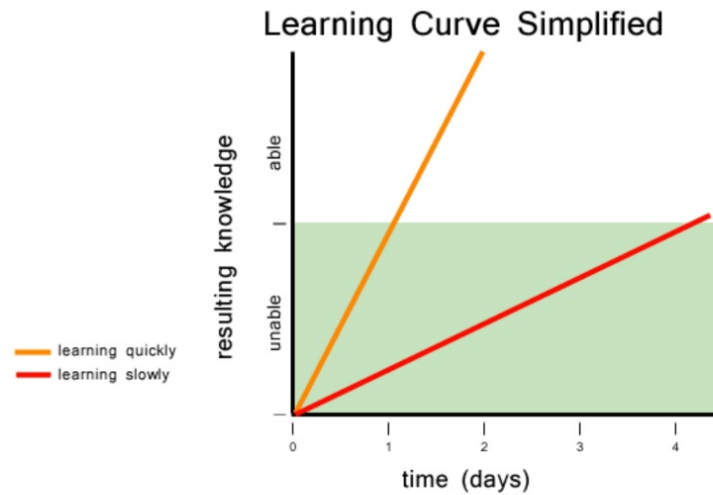


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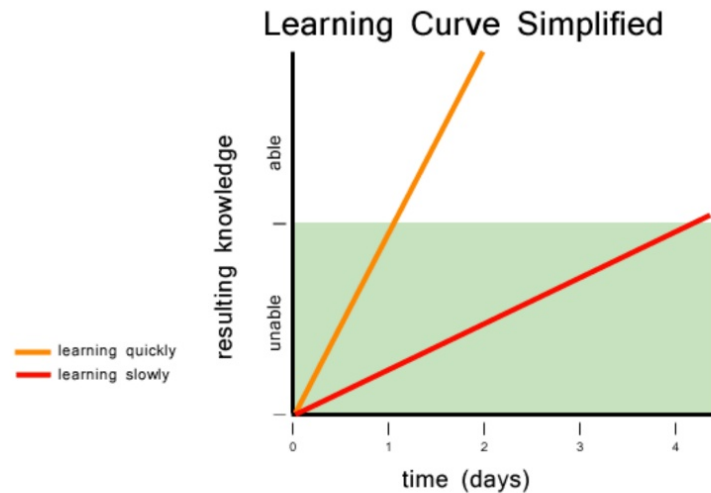
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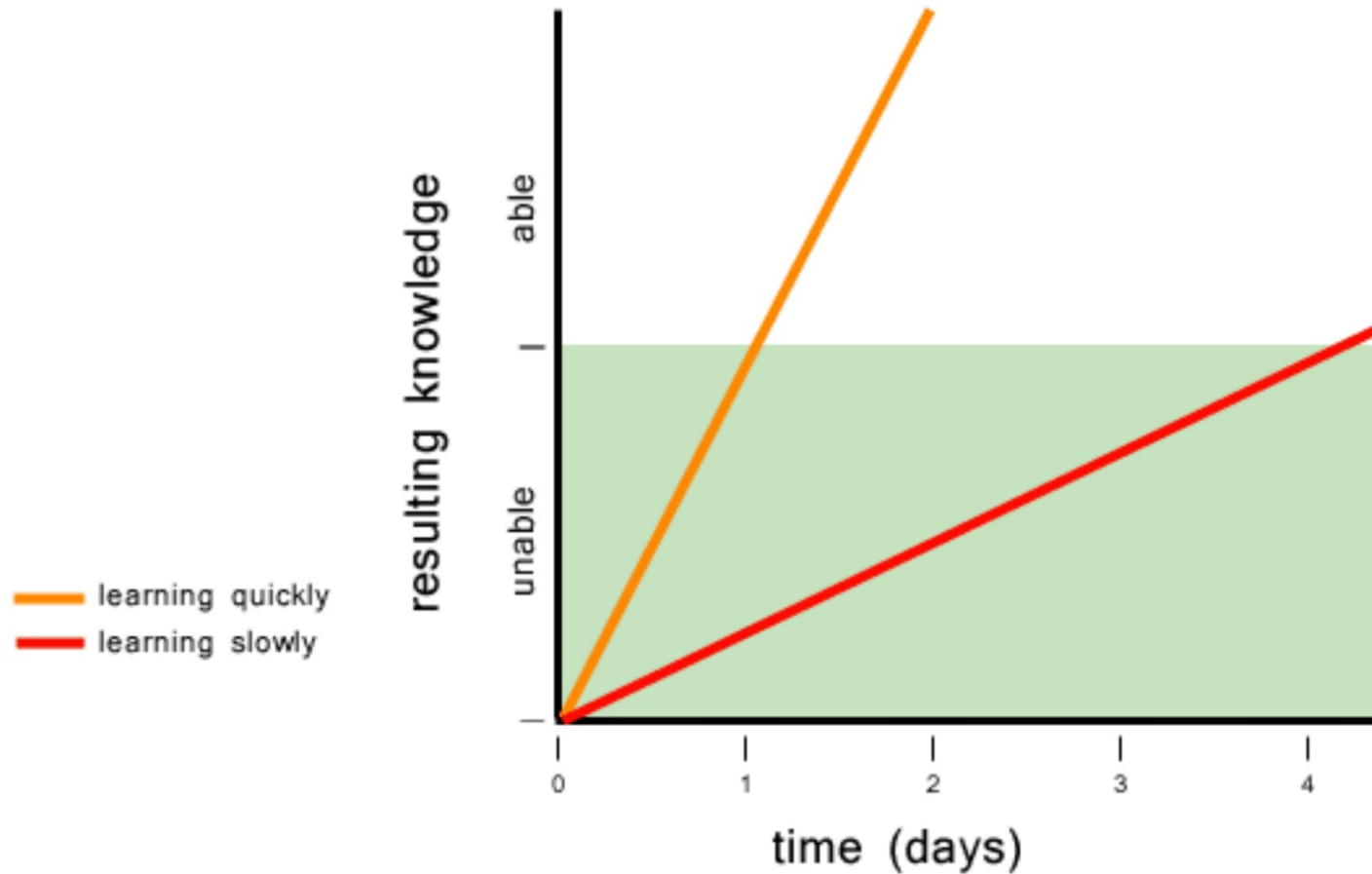
Intrinsic ?
Cynhenid?

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



*Motiv
of tin
devo*

*Mae
ar fai
yn ba
(Brow*



What might be an approach
we could use to keep the
RED line child motivated?

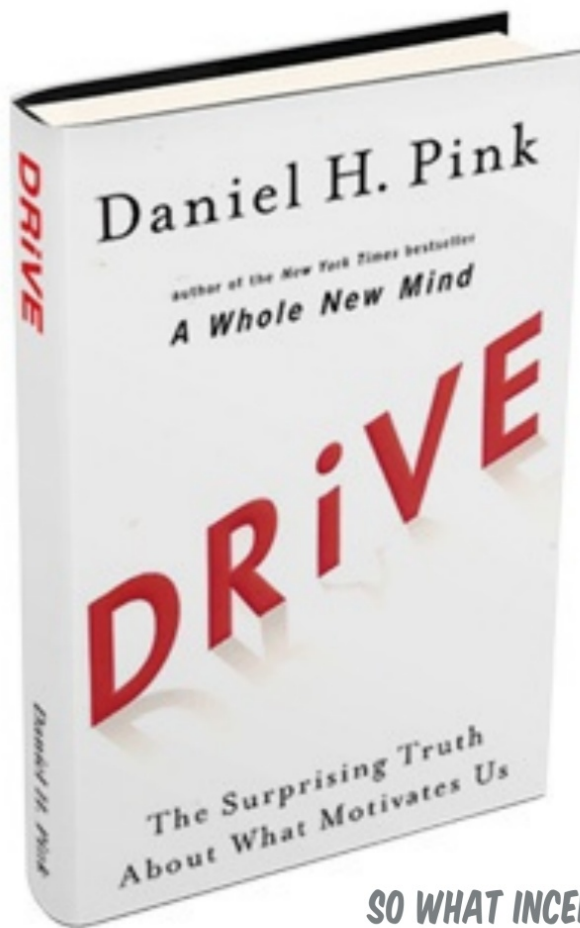
<https://edpuzzle.com/assignments/601bf84a1e603042138ae74c/watch>



edpuzzle



<https://youtu.be/G59KY7ek8Rk>



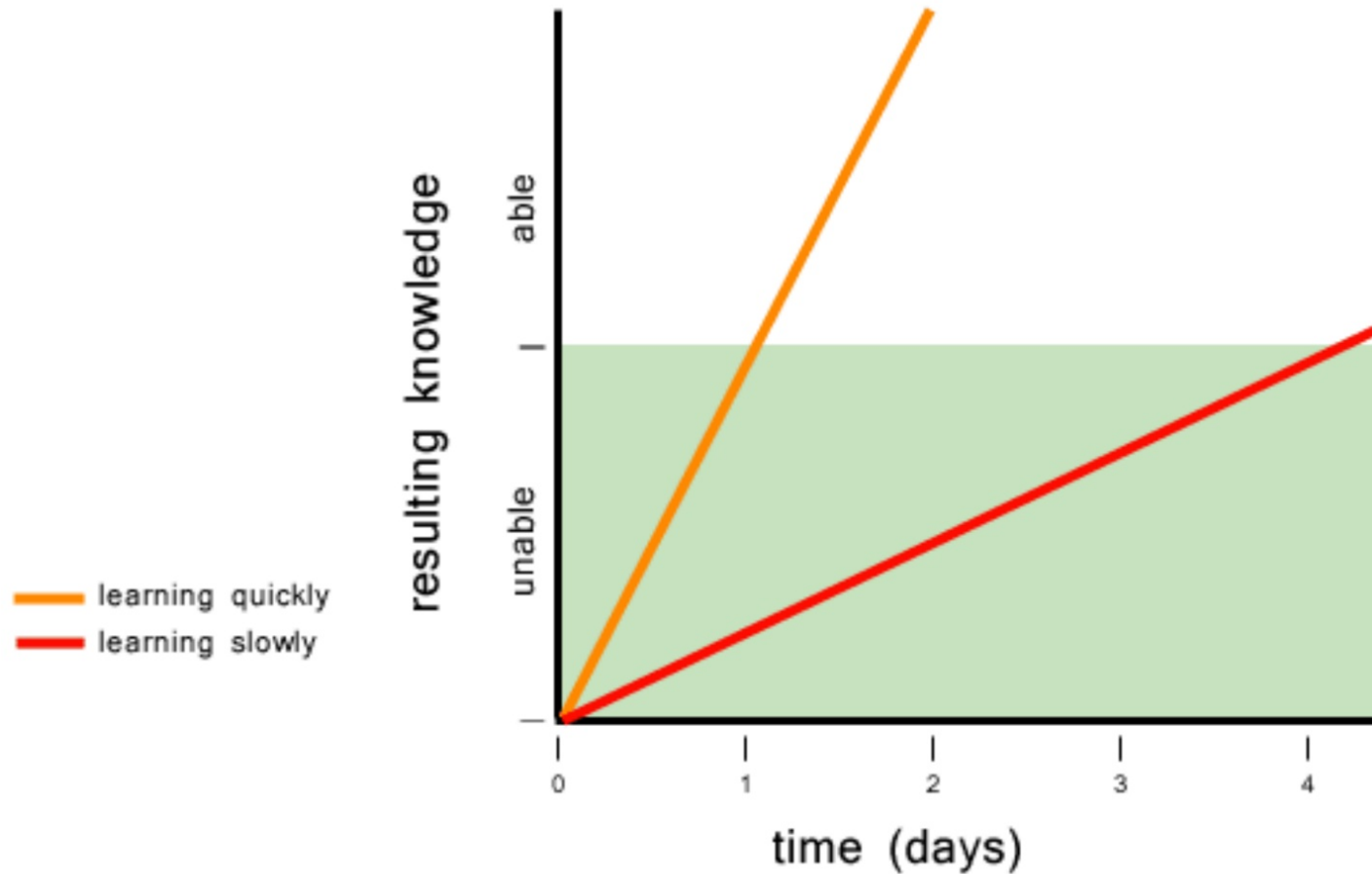
“Incentives are designed to sharpen our thinking and accelerate creativity. It does not only NOT work, in fact it does the opposite in some cases. It dulls thinking and blocks creativity.”

“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



*Motiv
of tin
devo*

*Mae
ar fai
yn ba
(Brov*



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

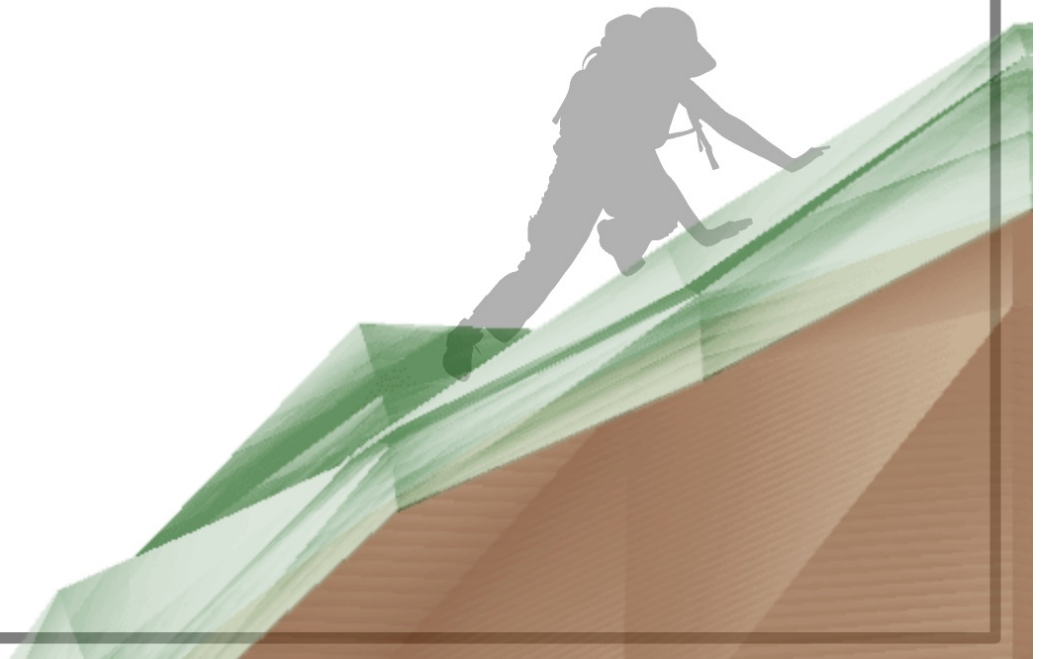


4 kinds of motivation



Index of motivation / Mynegai cymhelliant

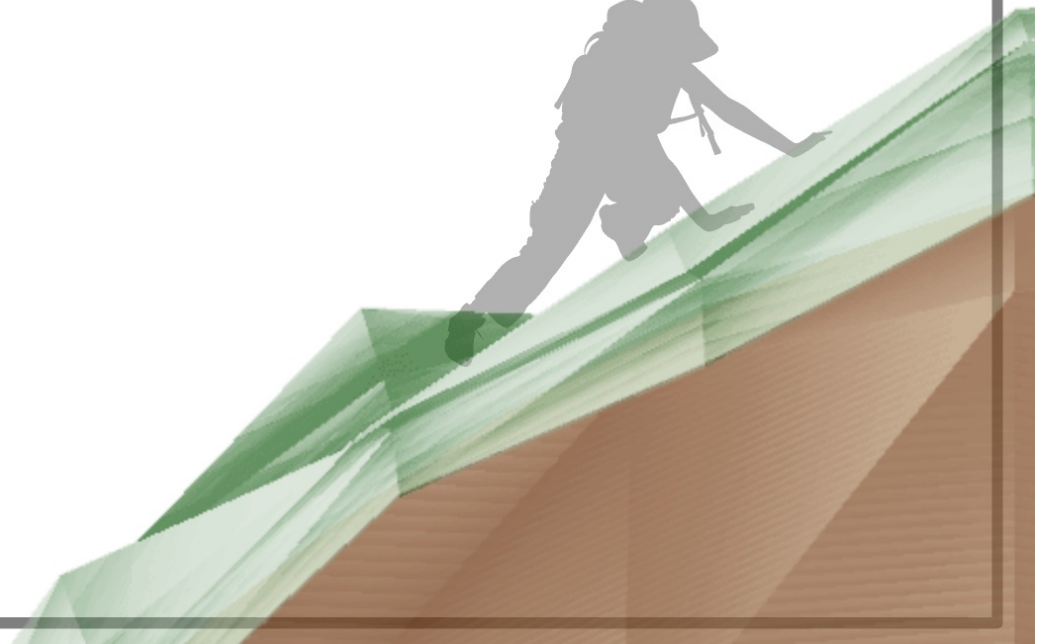
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*Choice of tasks /
Dewis o dasgau*

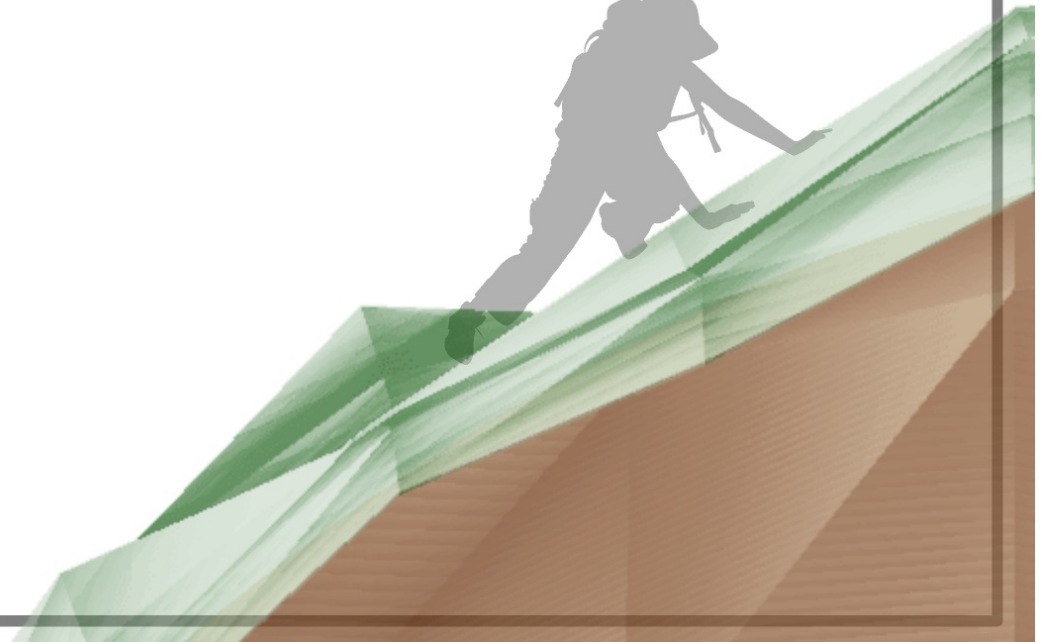


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Choosing a task freely indicates motivation to perform the task.



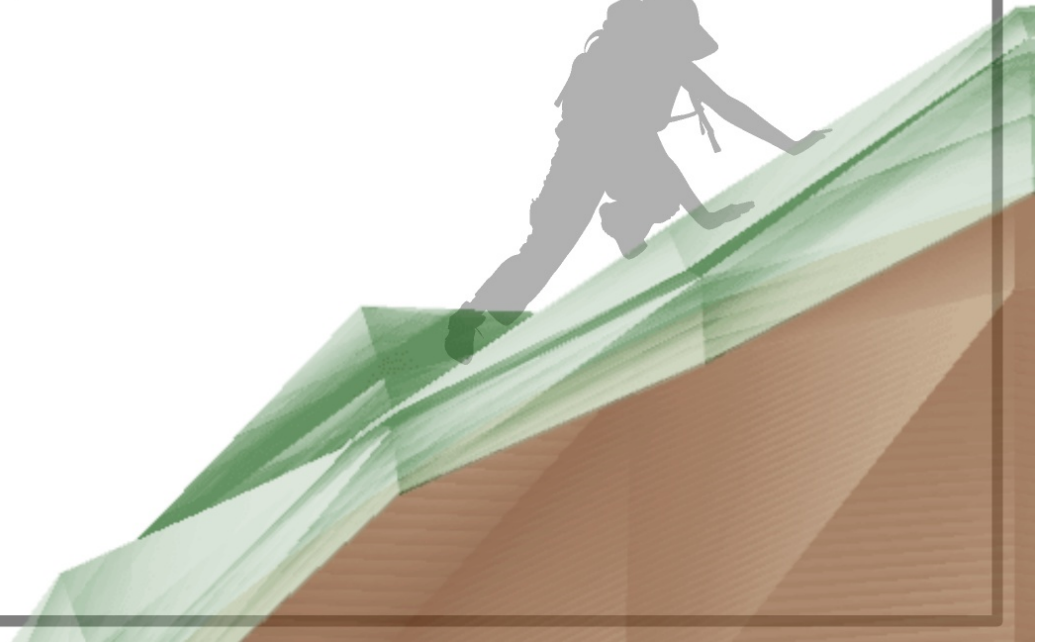
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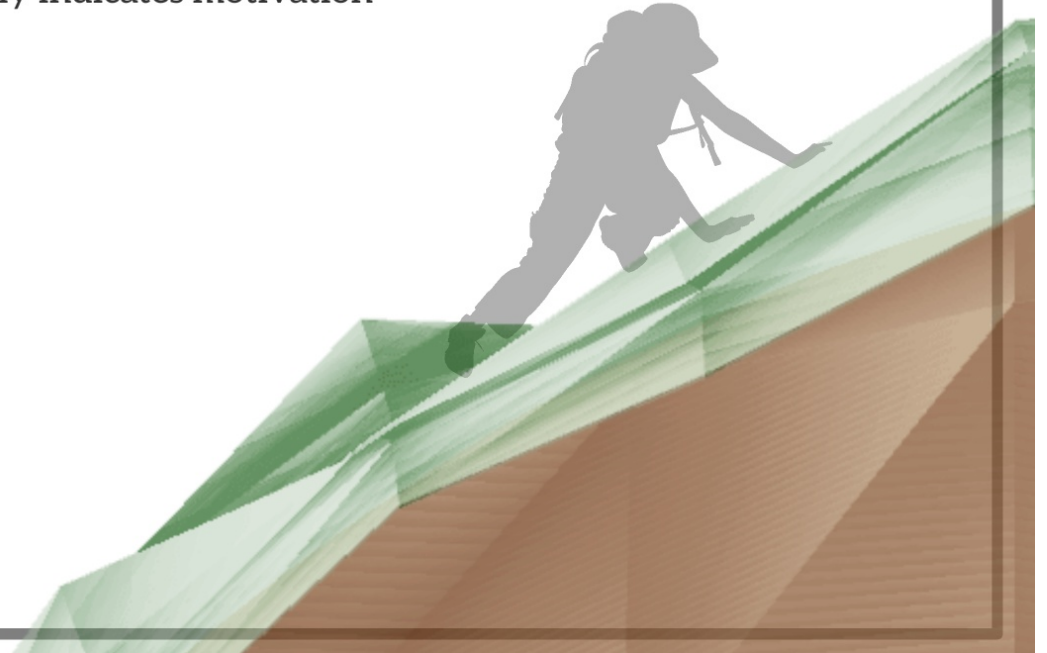
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Carl Rogers (1994) , in 'Freedom to Learn' quotes research showing 1% of activities in schools give pupils choice!

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!



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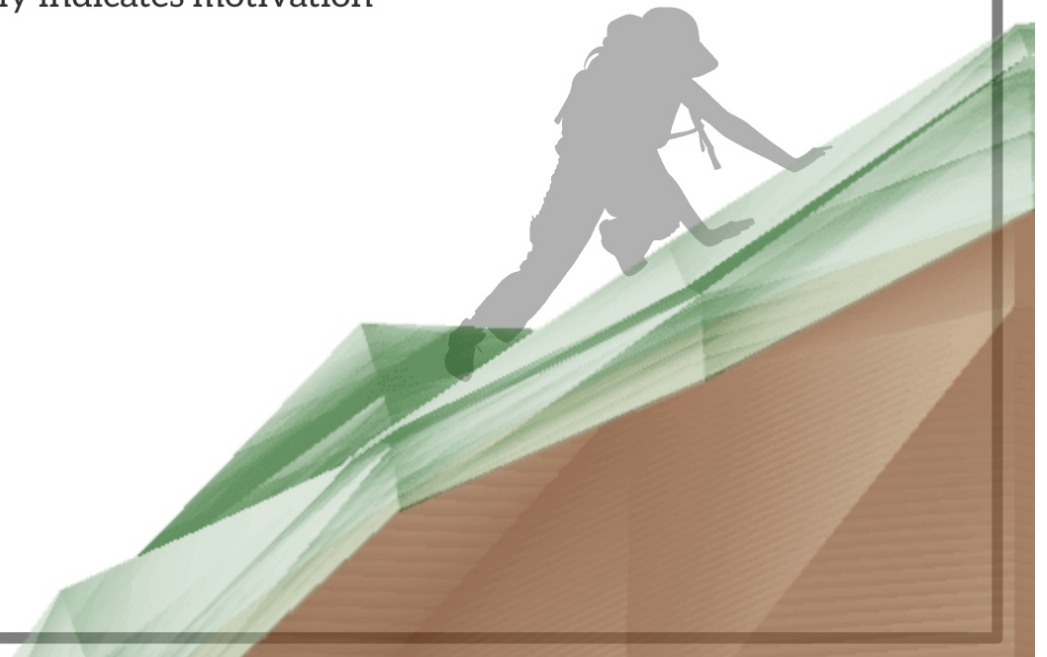
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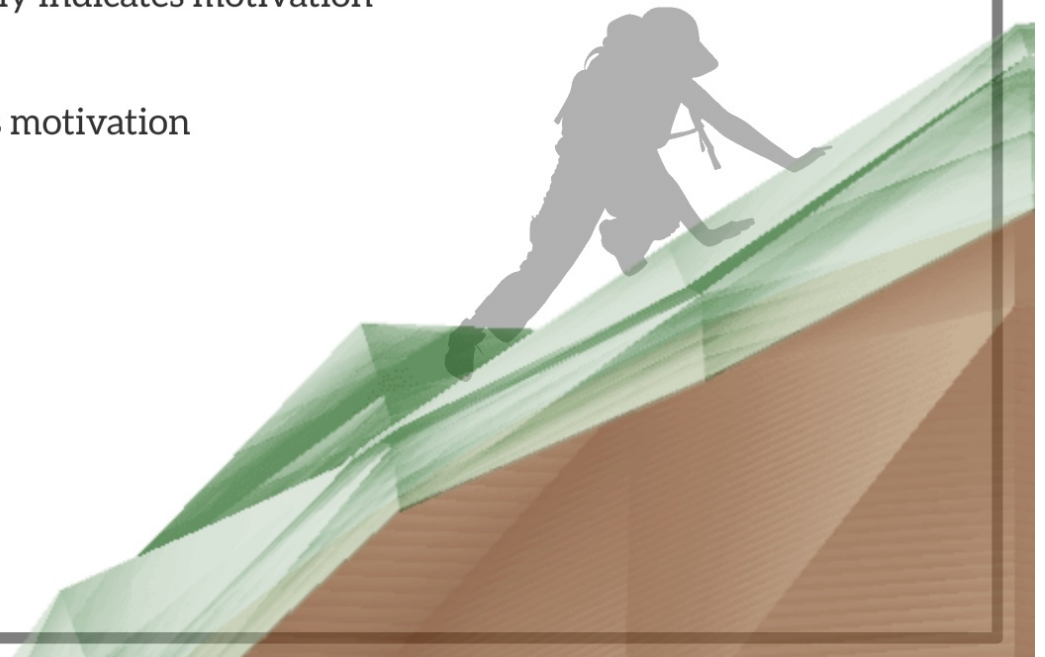
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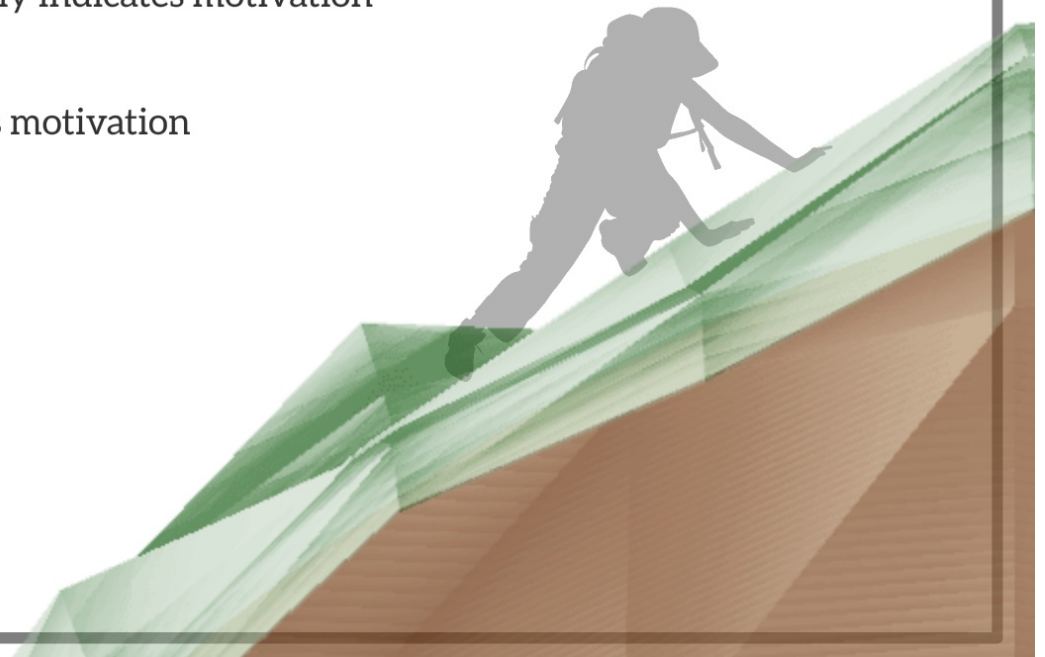
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Choosing a task freely indicates motivation to perform the task.

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High effort indicates motivation

**Persistence /
Dyfalbarhad**



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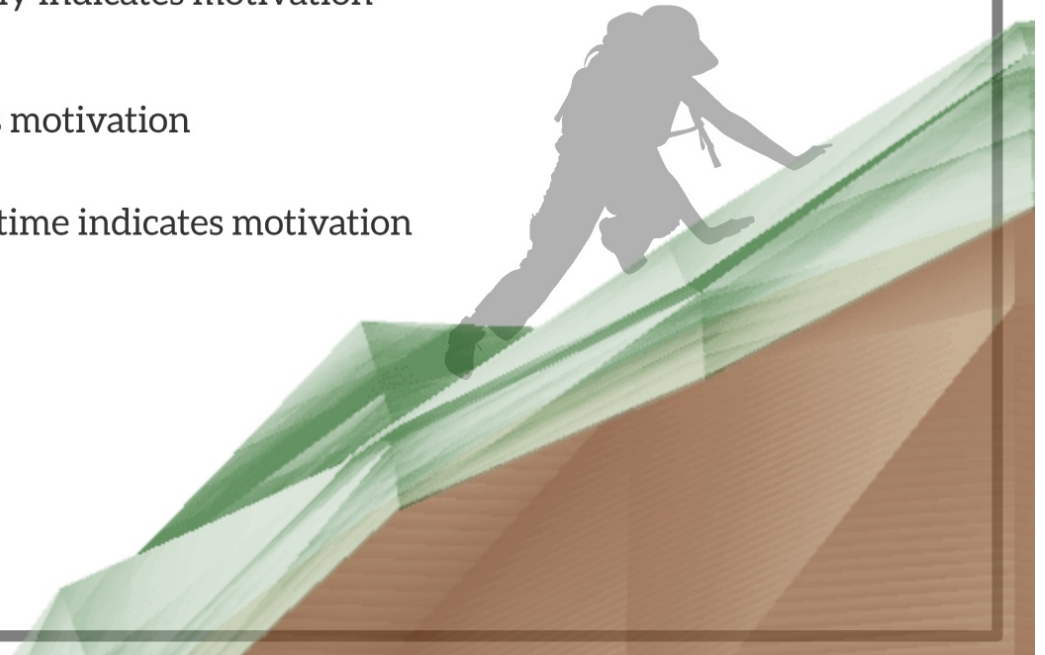
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**Persistence /
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Working for longer time indicates motivation



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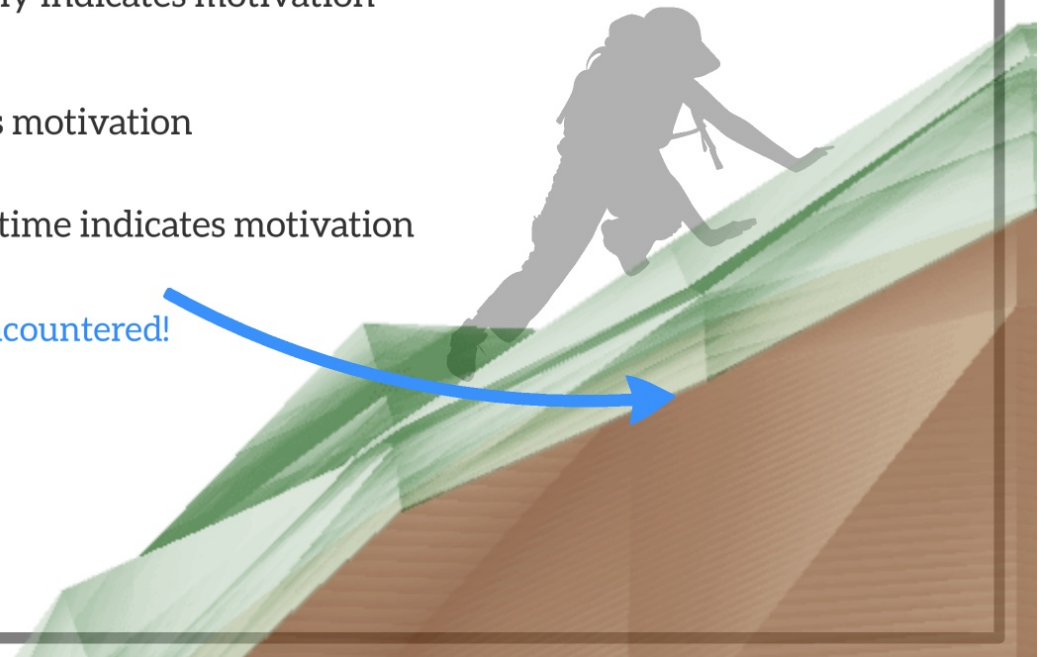
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**Persistence /
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Working for longer time indicates motivation

Especially if obstacles are encountered!



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Effort / Ymdrech

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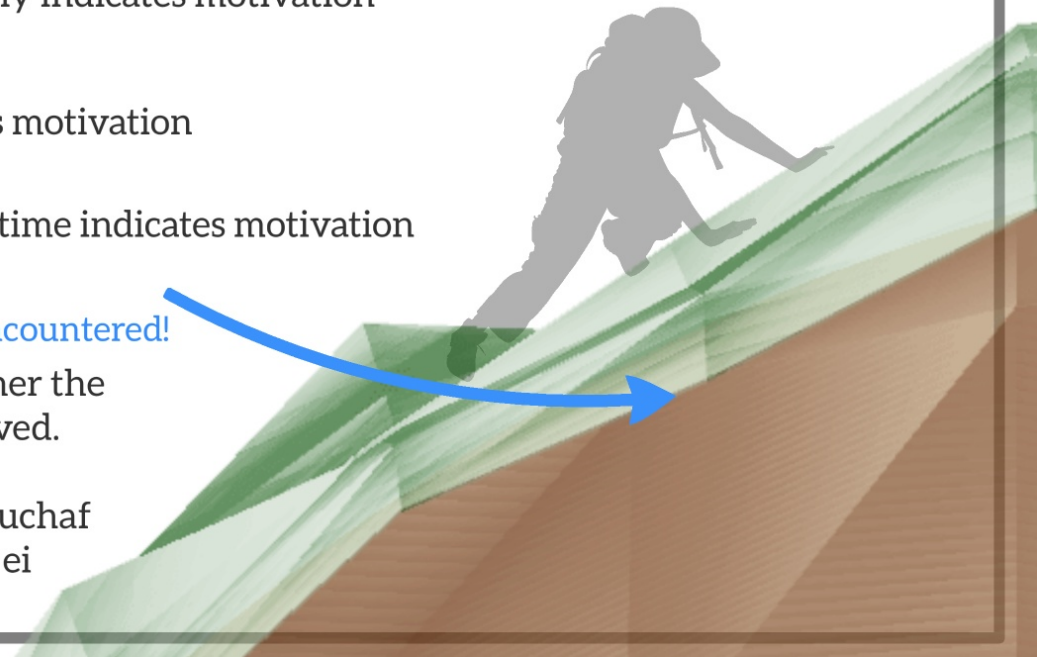
Persistence / Dyfalbarhad

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.

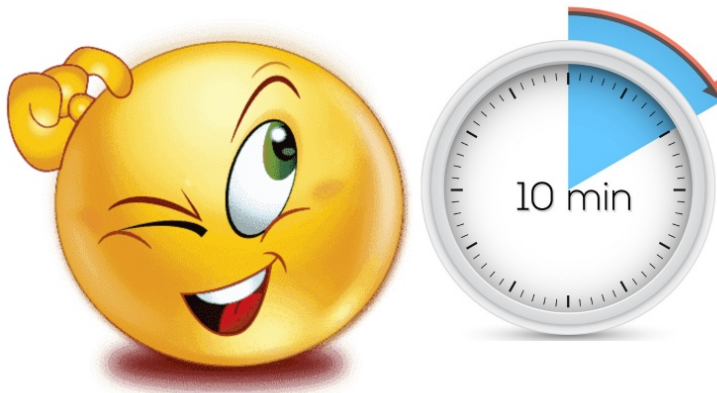
Po fwyaf yr ymdrech o ddewis a dyfalbarhad, yr uchaf fydd y cymhelliant a'r dasg yn fwy tebygol o gael ei chyflawni.



***Constructivist
Adeileddol***

***Humanist
Dyneiddiol***

Motivation / Cymhelliant



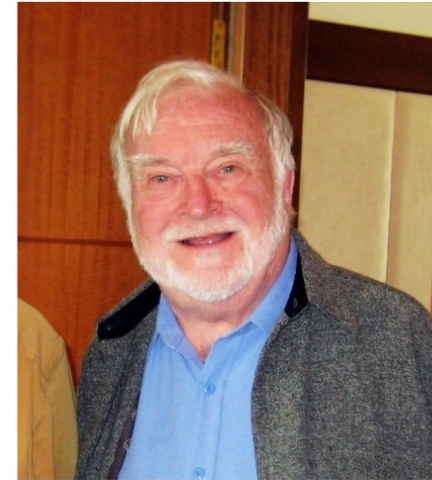
***Behaviourist
Ymddygiadol***

Key theorists - For further research

Damcaniaethwyr allweddol - Ar gyfer ymchwil bellach



Lilian Katz



Ferre Leuvers

Bandura



Albert Bandura 1925 -

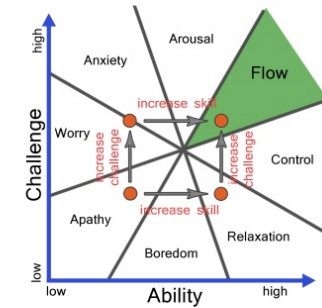
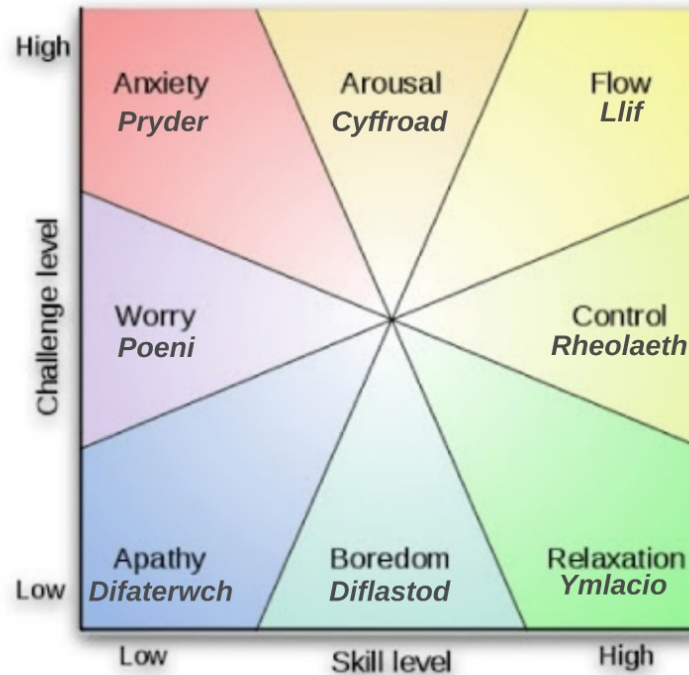
- Ymddygiad a modelu
- Cymhelliant
 - disgwyliad o ganlyniad
 - disgwyliad o effeithiolrwydd
- Behaviour and modelling
- Motivation
 - outcome expectancy
 - efficacy expectation

Bandura A. (1977) Self Efficacy: Towards a Unifying Theory of Behavioural Change. Psychological Review. Vol.84. No 2. p.191-215.

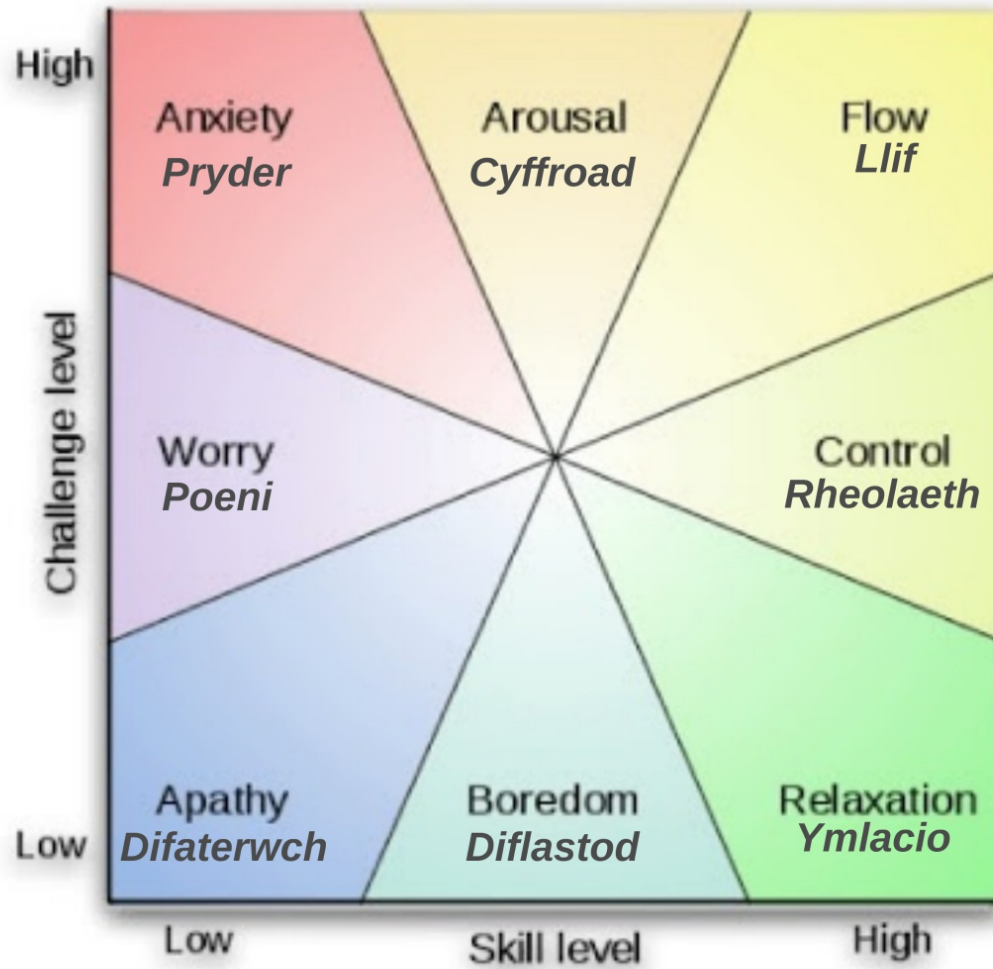
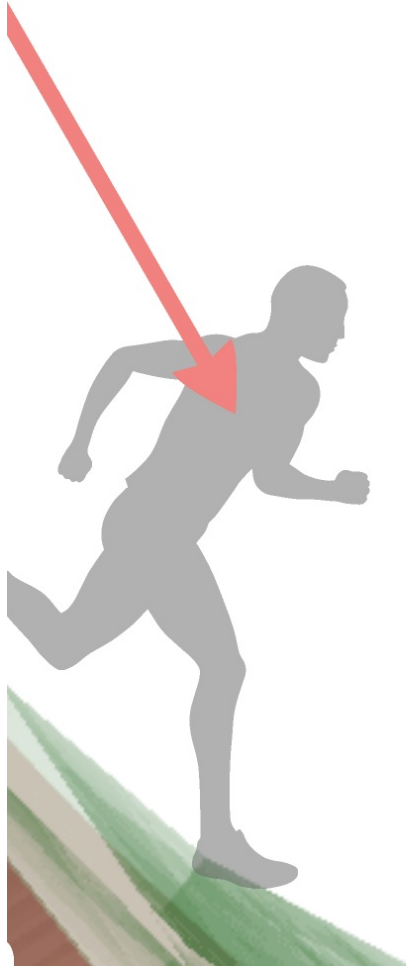
Mihaly Csikszentmihalyi (MEE-hy CHEEK-sent-me-HY-ee)

Flow /
Llif

Flow activity

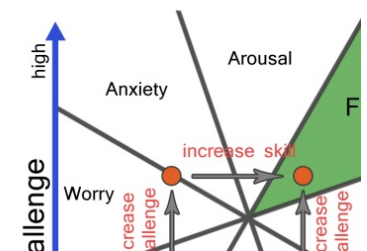


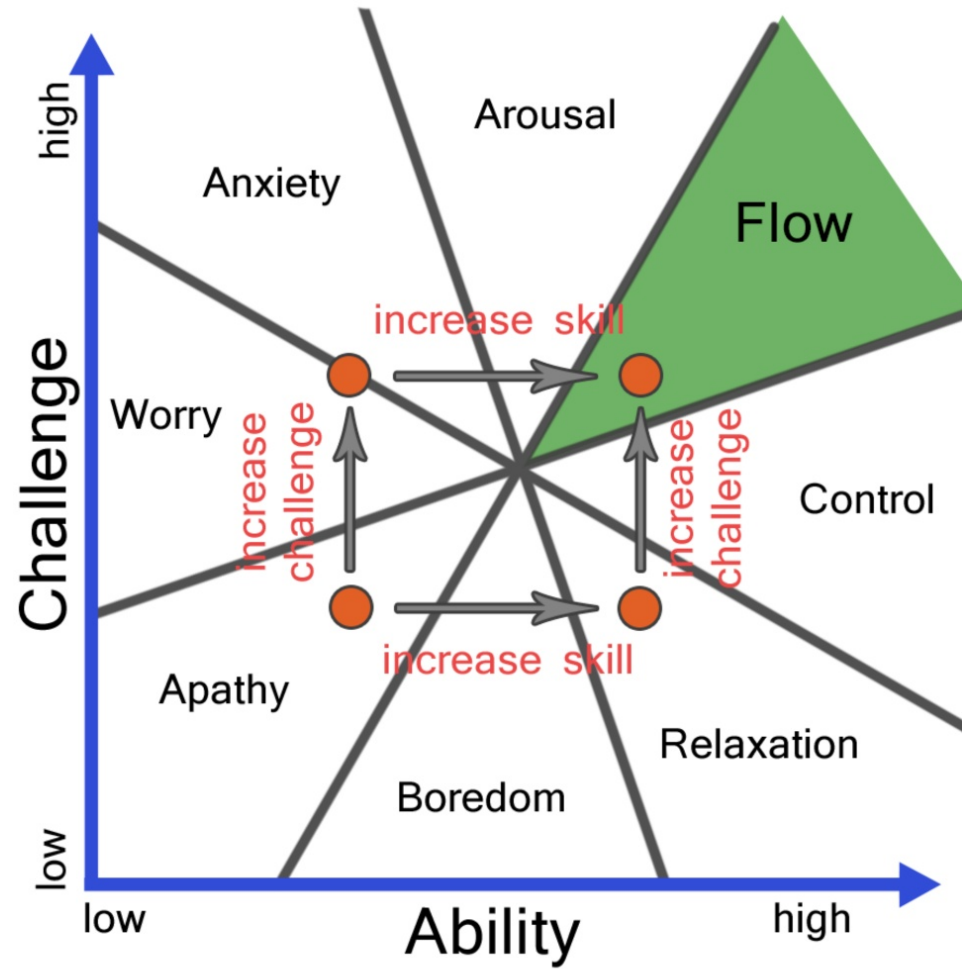
Call me
Mike!



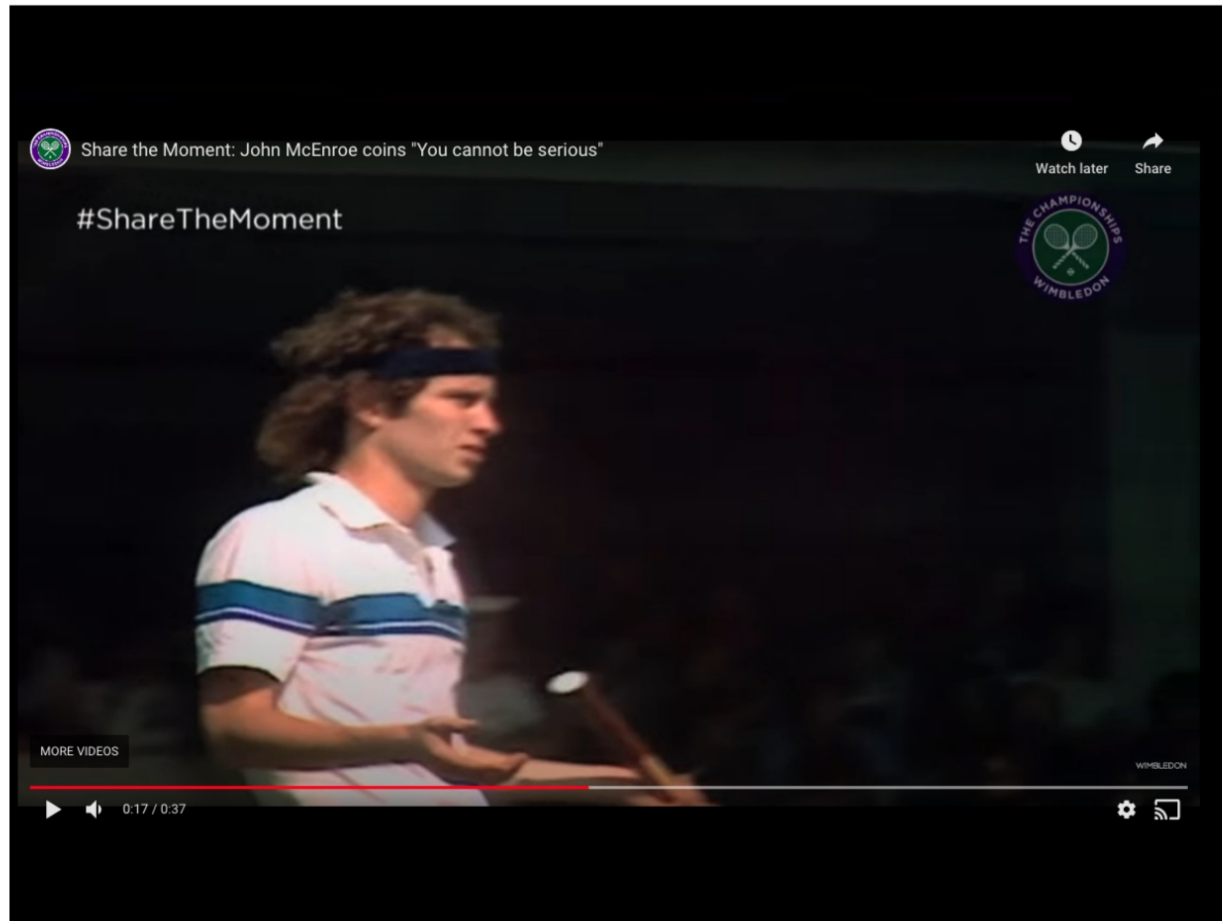
Flow Llif

Flow activiti





Growth Mindset or Fixed mindset?





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!

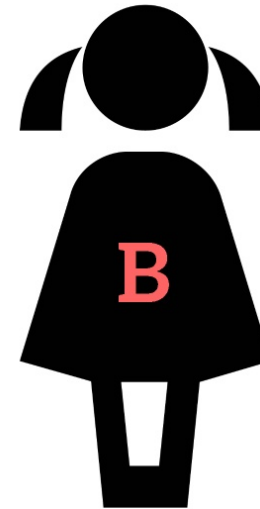
Edrych yn smart ar bob cyfrif!



Become risk adverse / Byddwch yn wrth-risg

Self-fulfilling prophecy

Proffwydoliaeth hunangyflawnol



Gives up! /Yn rhoi i fyny!



Dv
wi
fai



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).



edpuzzle



Carol Dweck 1



<https://youtu.be/aPNeu07I52w>

Carol Dweck

[https://
assign](https://assign)

Carol

Carol Dweck 2



https://youtu.be/TTXrV0_3UjY

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.)

EFFORT / YMDRECH

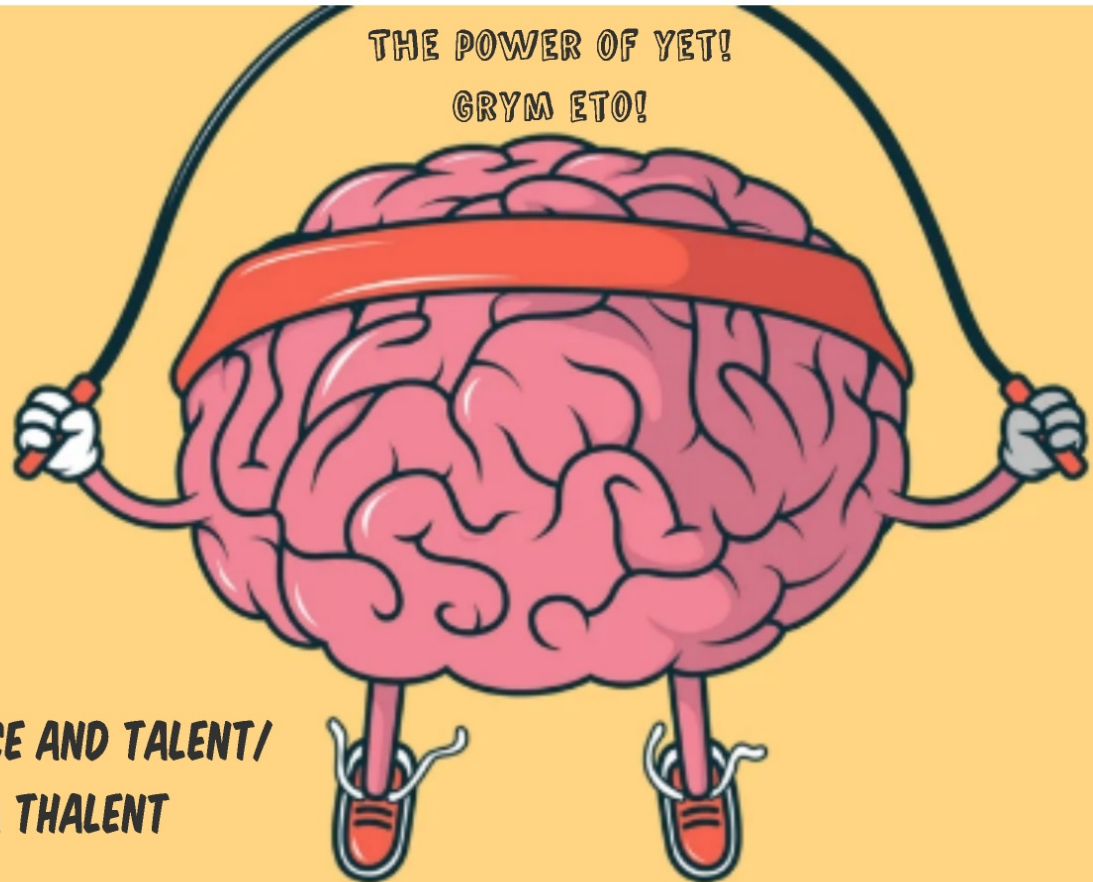
STRATEGIES/ STRATEGAETHAU

FOCUS / FFOCWS

PERSEVERANCE / DYFALBARHAD

IMPROVEMENT / GWELLIANT

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



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

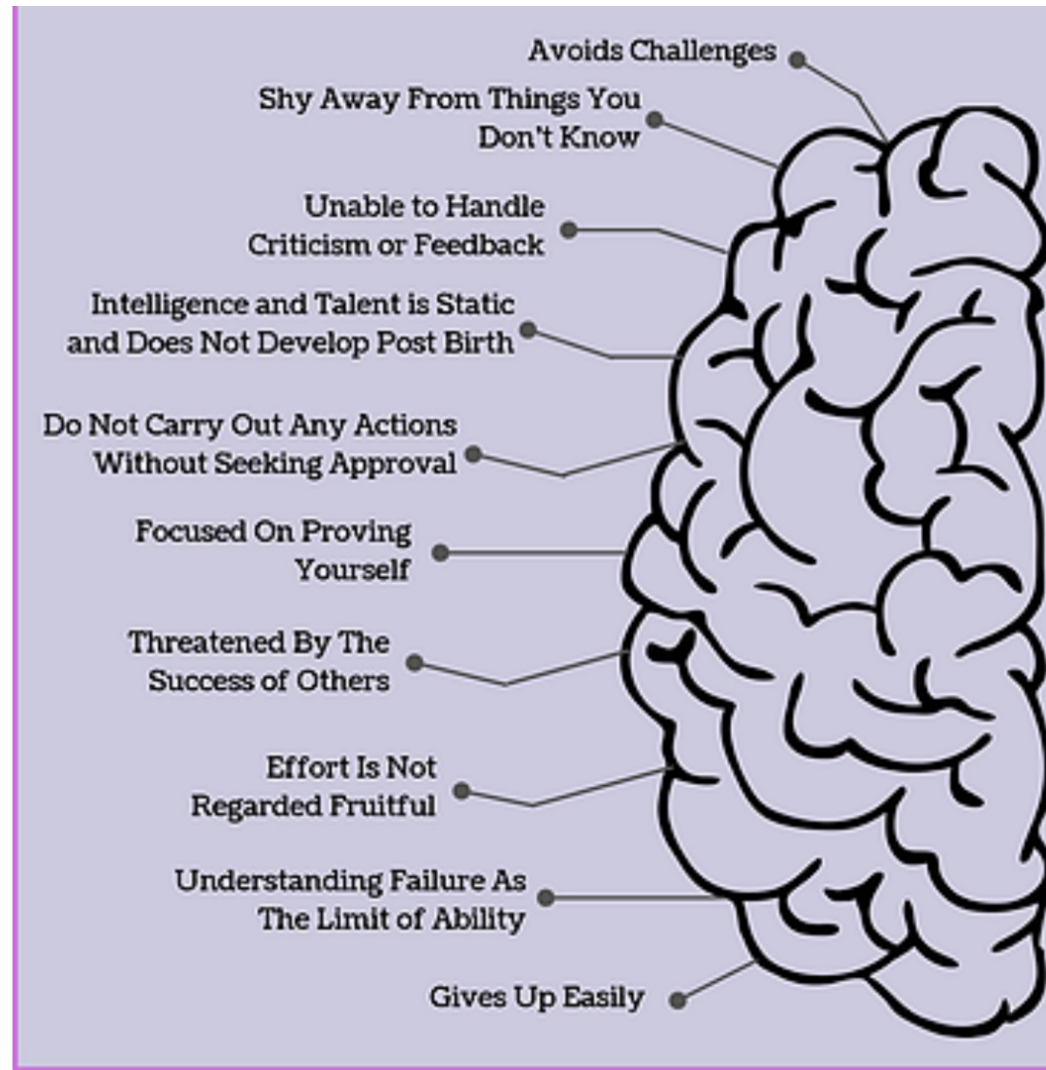
Focus / Ffocws

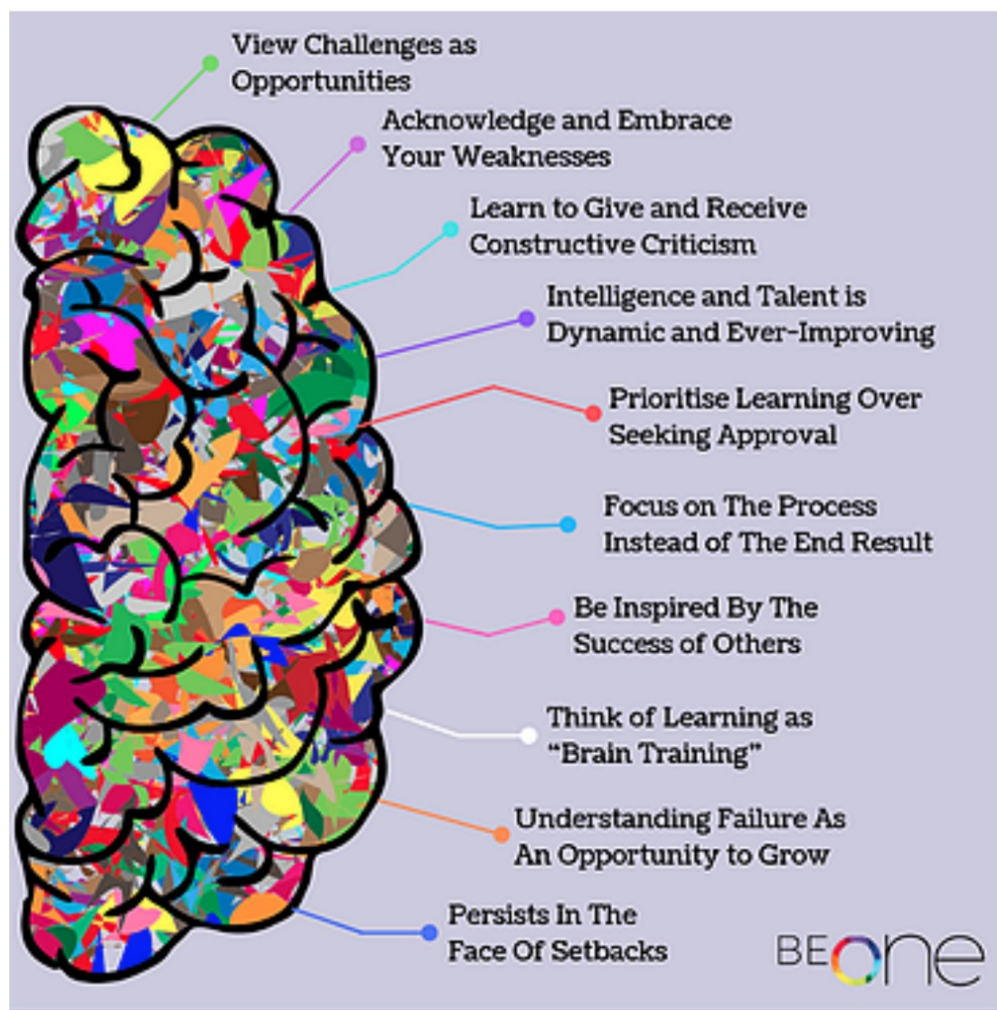
Success of others / Llwyddiant eraill

Failure / Methiant

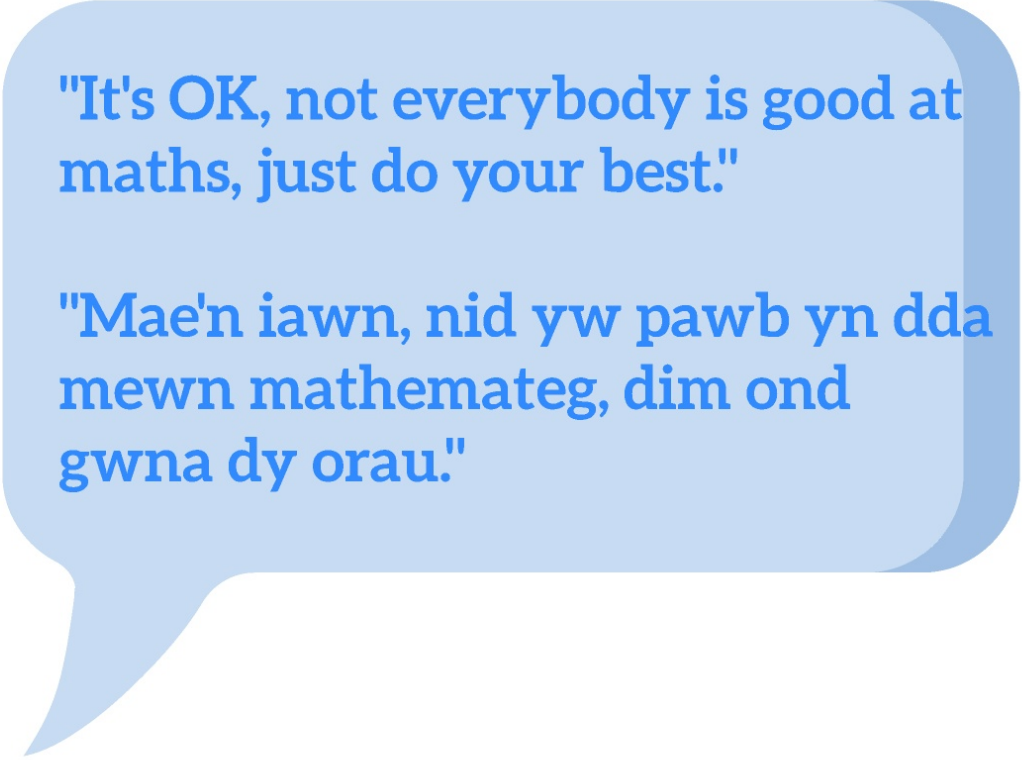
Set backs / Siomedigaethau







Int
and I
Do Not
Wi



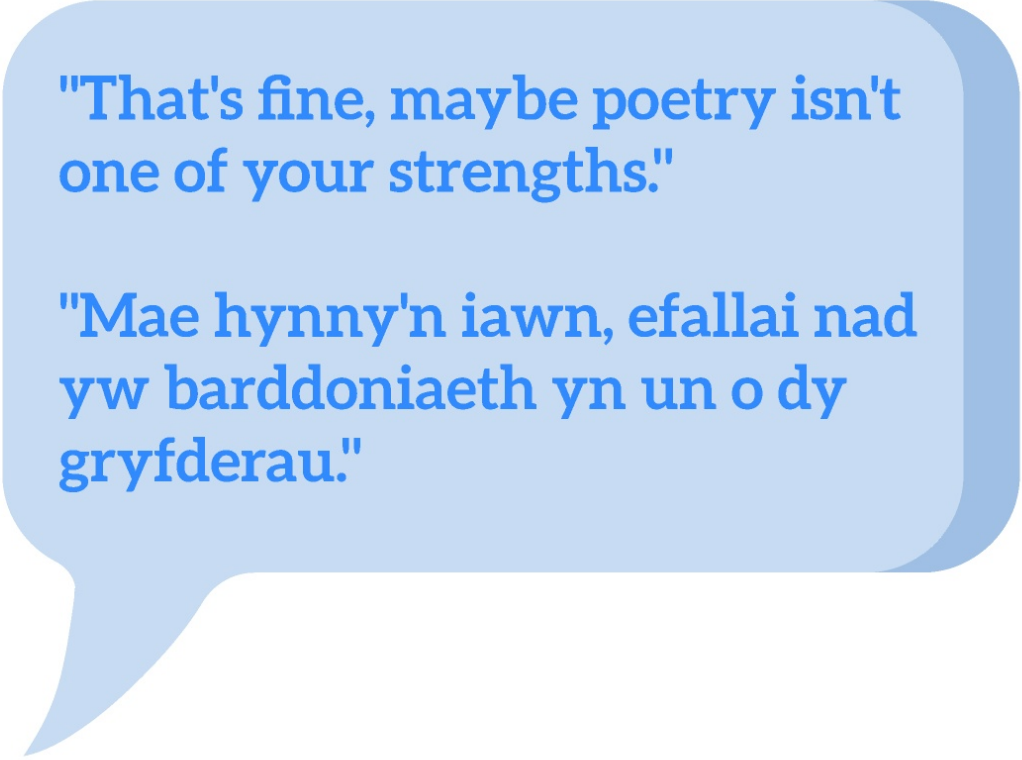
"It's OK, not everybody is good at maths, just do your best."

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

"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."

"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 eich dealltwriaeth gam wrth gam. Beth allwch chi roi cynnig arno nesaf?"



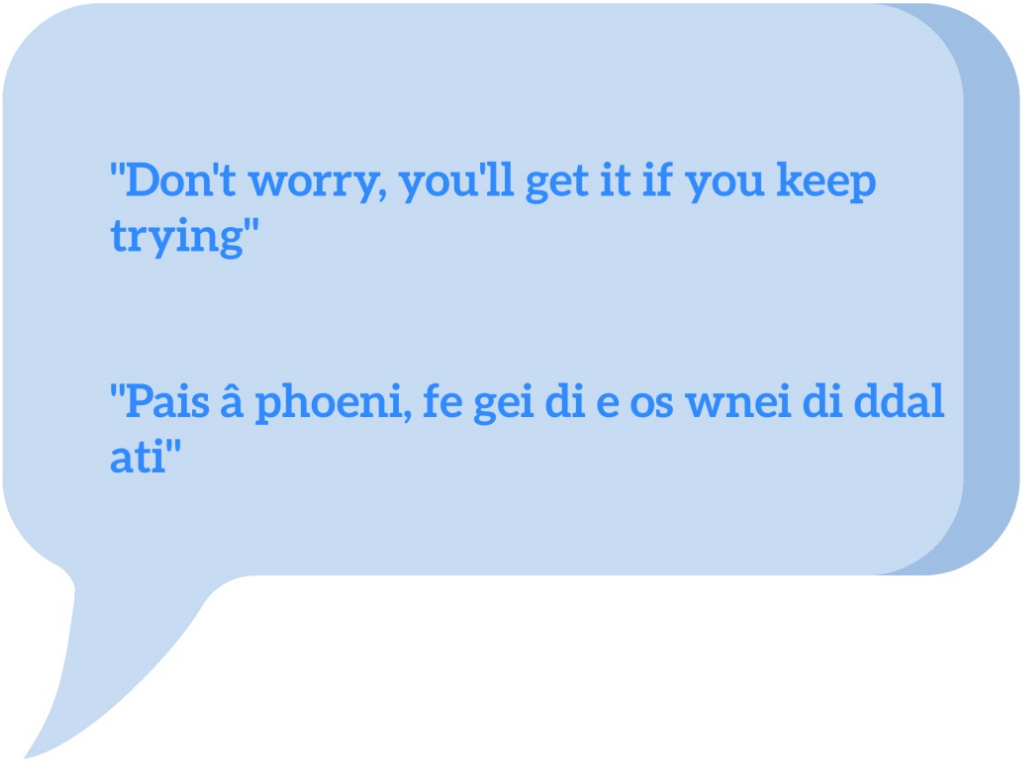
"The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next? ."

"Y pwynt yw peidio â chael y cyfan ar unwaith. Y pwynt yw tyfu dy ddealltwriaeth gam wrth gam. Beth all di 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"

"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



ECAD5007/C


edpuzzle





[Carol Dweck 3](#)

Bandura



- *Theological & modern*
- *Capitalist*
 - *disregard for geriatrics*
 - *disregard for ethical world*
- *Behaviour and modelling*
- *Statistics*
 - *outcome expectancy*
 - *efficacy expectation*

Bandura, A. (1977) *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.

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

 
Lilian Katz


Ferre Leuvers

Index of motivation / Mynegal cymhelliant

What percentage of activities in wheelsool offer choice?

Help gives a value or quantity on an 11bcs.

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

Effort / Ymdeith
 High effort indicates motivation.

Persistence / Dyfihardd
 Working for longer time indicates motivation.

Dependence of others / Gynghraifft
 The higher the choice effort and persistence, the higher the motivation and the more likely task will be achieved.

Flow / Ffynedd / Ffynedd / Ffynedd
 Flow is a psychological state of being in the zone, or a state of being in the zone, or a state of being in the zone.

[illegible]

Roger Hart

1992

Men's world is with a ladder

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

Participation

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

Taking part

Consent
Giving permission to be part of the research

Full participation:
Learners choosing to take part in research and making a choice to do so

Spectrum of POWER

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

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

Flow / L1if

Flow activity

Call me Mike!

ECAD5007/C


edpuzzle

<https://www.youtube.com/watch?v=8mXGyYkkaAo>
Carol Dweck

Bandura



- *Theological & modern*
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Bandura, A. (1977) *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.

**Call me
Mike!**

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

 
Lilian Katz


Ferre Leuvers

Index of motivation / Mynegal cyymbelliant

What percentage of activities in schools offer choice?

Help gives a value or quantity on an index.

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

Effort / Ymdeith
High effort indicates motivation.

Persistence / Dyfihardd
Working for longer time indicates motivation.

Dependence of objectives on encouragement
Higher the choice effort and persistence, the higher the motivation and the more likely task will be achieved.

Formula
Cyfrwybwr = $\frac{\text{mynegal} \times \text{ymdeith} \times \text{ddefniedd} \times \text{dyfihardd}}{\text{ddefniedd} \times \text{ymdeith}}$
or actual index = $\frac{\text{mynegal} \times \text{ymdeith} \times \text{ddefniedd} \times \text{dyfihardd}}{\text{ddefniedd} \times \text{ymdeith}}$

[illegible]

Roger Hart

1992

Men would die with a ladder

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

Participation

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

Consultation
Giving specialists or experts a voice in the decision-making process

Full participation
Learners choosing to take responsibility for making their own decisions

Taking part

Spectrum of POWER

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