
MOTIVATION AND LEARNING

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Patricia Prinz

4 Aspects of teaching

1. Instruction: strategies to develop content, present information, guide activities, evaluate learning
2. Management: the rules and processes maintaining a productive and orderly classroom

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3. Expectations: beliefs that teacher make about student's future success.
 4. Motivation: the process of initiating, sustaining, and directing activity that leads to learning.

What is the teacher's role?

Finding ways to motivate students is:

- ❖ A responsibility of teacher
- ❖ Part of the teaching process

Teachers must consider and plan motivational aspects of teaching

Motivation to learn

Students tendency:

- ❖ To find academic activities meaningful and worthwhile
- ❖ To try to get intended benefits from them
- ❖ Be willing to engage in classroom learning activities
- ❖ See reasons for learning

Motivation to learn

Relates to student's

- ❖ Goals
- ❖ Knowledge of how to meet the goals
- ❖ Personal standards
- ❖ Beliefs about abilities and their emotions
- ❖ Interests
- ❖ Values
- ❖ Engagement in the learning process

Engagement

The engaged student is:

- ❖ Active
- ❖ Attentive
- ❖ Curious
- ❖ Willing to participate

Sociocultural perspectives on motivation

Consider motivation through

- ❖ **Relationships - person-task-context**
- ❖ **Emotion**
- ❖ **Cognitive influences**

Social Relationships

Students have

- ❖ **Academic goals**
- ❖ **Social goals**

Extrinsic motivation

- ❖ Outside influences
- ❖ Competition
- ❖ Task Value

Extrinsically motivated student

Learns in order to:

- ❖ Receiving praise
- ❖ Attaining a reward
- ❖ Avoiding some punishment

Intrinsic motivation:

- ❖ From within
- ❖ Engage in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals.

Intrinsically motivated students:

- ❖ **Do not need rewards to initiate and complete**
- ❖ **Seek competence or mastery**
- ❖ **Excited by the challenge of learning**

Motivation-related constructs

- ❖ **Goals**
- ❖ **Knowledge**
- ❖ **Metacognitive Processes**

Goals

Relate to WHY - Personal desires

- ❖ Cognitive – mental representation of future state
- ❖ Individual
- ❖ Competitive
- ❖ cooperative

Knowledge

HOW to do it

Strategies for achieving goal

Metacognitive processes

- ❖ **Cognition – mental processes**
- ❖ **Metacognition –**
 - Awareness of mental processes
 - Understanding, monitoring, and evaluating your mental processes

Metacognition

SELF REGULATION

- ❖ CAPACITY TO
- ❖ ARRANGE AND PLAN FOR
- ❖ LEARNING
- ❖ MONITOR LEARNING
- ❖ MODULATE AND COORDINATE STRATEGY USE
- ❖ EVALUATE STRATEGY USE

SELF AWARENESS

- ❖ KNOWLEDGE OF
- ❖ SELF AS A LEARNER
- ❖ THE STRATEGIES USED IN LEARNING
- ❖ THE NATURE OF THE LEARNING TASK

Aspects of metacognition

- ❖ **Control beliefs--student can control outcome through effort**
- ❖ **Self-efficacy--belief about ability to succeed at a task**

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- ❖ **Monitoring progress – awareness if the learning process is successful**
 - ❖ **Appraisal of Actions -- belief that student can control outcome**
 - ❖ **Appraisal of outcomes— student's belief about reaching goal and evaluation after**

Increasing motivation

- ❖ Active student engagement and response
- ❖ Interaction with peers
- ❖ Higher order objectives
- ❖ Clear goals, tasks, products
- ❖ Scaffolding to ensure success
- ❖ Game-like activities
- ❖ Informative feedback

Students are motivated when

The goals are clear

- ❖ The activities are engaging
- ❖ They understand HOW to achieve goal
- ❖ They believe there is a reasonable chance of achieving goal
- ❖ They believe they have control over learning (effort v. ability)

Teachers motivate students when

- ❖ They set goals that are proximal, specific, challenging, engaging
- ❖ Teach strategies to accomplish the goal
- ❖ Provide ongoing and informative feedback
- ❖ Provide scaffolding to ensure successful outcomes

References

Byrnes, J. P (2001). *Cognitive . development and learning*. Boston: Allyn and Bacon.

Good, T. L & Brophy, J. E. (2003). *Looking in classrooms*. Boston: Allyn and Bacon.