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INCREASING STUDENTS MOTIVATION

WHAT MOTIVATED YOU TO PARTICIPATE IN THE “LEGO” LESSON?

- Hands-on/project based?
- Challenging, but achievable?
- Prizes?
- Creativity?
- Clear expectations and instructions?
- Immediate feedback?



HOW DO WE MOTIVATE STUDENTS TO LEARN?

- Often students are physically present and mentally absent or just plain absent
- How do we build intrinsic (desire to learn) motivation?
- Is extrinsic (rewards or punishment) motivation useful?
- How does classroom climate build motivation?
- Teacher's expectations?

- How does creativity enter into the arena of motivation?
- Do our text books assist us to motivate students?
- Do parents motivate students?
- Do multimodal strategies assist in motivating students?
- How does direct instruction assist in motivating students?

STUDENT MOTIVATION TO LEARN

Linda S. Lumsden

(Eric Digest 92 June 1994)

- Students learn when they can make sense of their environment
- Building student motivation requires commitment on the part of the teacher to implement highly structured, multi-modal lessons
- Students learn when they are engaged

FACTORS WHICH INFLUENCE THE DEVELOPMENT OF STUDENT MOTIVATION:

- Modeling, followed by guided practice, no long lectures/direct instruction only
- Clear communication of teacher expectations for projects, guided practice, independent practice and grading (rubrics)—use specific short-term goals
- Direct instruction of socialization procedures (how to work in groups, etc.)—building the appropriate classroom climate

- Classroom climate also includes the expectation that everyone participates, the student feels a sense of belonging and their input is valued.
- Instilling in students the belief that they can learn coupled with high teacher expectations
- Nurturing self-worth, a sense of competence and *autonomy*
- Teach students to concentrate on the task, rather than be distracted by fear of failure

- Teaching students how to approach and cope with different learning situations
- Assist students to retrace their steps to solve problems so they won't be distracted by frustration
- Failure is a result of lack of information or not using the appropriate problem solving techniques, not lack of ability
- Learning is incremental and requires task mastery

JOHN GOODLAD:

- “All those characteristics we commonly regard as positive elements in the classroom were more to be observed at the early elementary level. A decline set in by the upper elementary grades and continued through the secondary years, with a sharp drop at the junior high level” (1984)

EXTRINSIC VS. INTRINSIC REWARDS:

- **“Try to imagine a highly motivated scientist who has not been rewarded for doing science, a singer who has not been rewarded for singing, an inventor who has not been rewarded for inventing, [a teacher who does not get paid for teaching....] Outstanding achievement always produces extrinsic rewards of some kind; how else, then, do outstanding achievers maintain their motivation?” (Slavin, 1991)**



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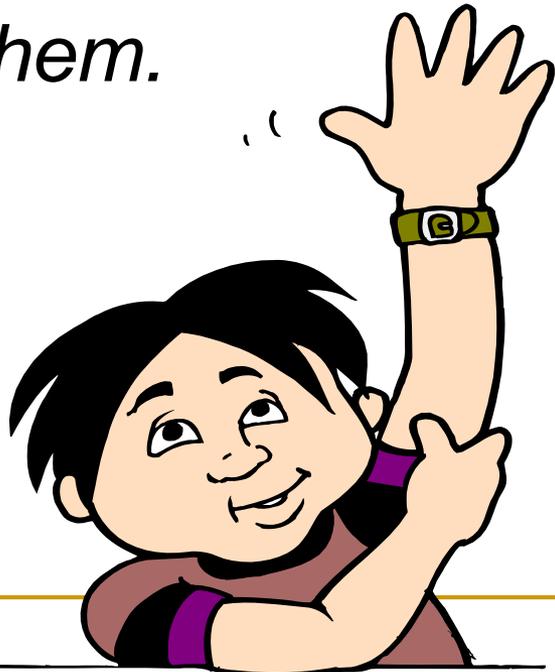
Jeffrey D. Wilhelm & Michael Smith

Summer, 2005

- Use inquiry based instruction (what could be?) Reframe teaching as inquiry
- Take students out of their zone of proximal development, to the point where they can still experience success
- Focus on experience, on what they can do, on what is currently relevant
- Use social discourse to share what was learned

- What did we ever learn, alone, that we got right the first time (kissing, cooking?)
- What kids see in school is not what they see in real life
- John Dewey (Democracy in Education)
“Education focuses on what is expected, not what is relevant.” Education should not just be preparation for college, it needs to be practical.
- “*habitus*”—The common sense notion that the way things are is the way they have to be

- *Students are different now (really?); we can not teach them the way we were taught. Visual aids and interactive instruction with attention to prior knowledge and relating lessons to real life are a must to motivate them.*



*NEVER TEACH A PIG
TO SING...IT IS A WASTE
OF YOUR TIME AND
IT ANNOYS THE PIG*

We need to give students a reason to want to learn

SAMPLE STRATEGIES:

- Be sure to have an extra activity for student groups who finish early—in lego activity, group members orally explained to groups who did not finish quickly
- Think outside the box: “You may not believe that there are six errors in this short paragraph. Study the paragraph carefully. You can read it as many times as necessary. Don’t give up too easily. See if you can find all of them.”

- Give students a choice of activities whenever possible
- Have them write an action plan before beginning a project
- Acknowledge resistance to help overcome it (Jon O'dell). As a participant in this training are you an expert, a vacationer, an inquisitor, or a prisoner?
- Let students write review questions for the lesson

- Be aware of preconditioned ideas your students may have: quickly jot down the name of a color, a flower and a piece of furniture—how many at your table wrote the same items down and why? (Ronald Rahn)
- Thinking outside the box and creative problem solving (Tony Manning): Make a paper airplane which will fly. Now take a fresh sheet of paper and make another flying object.

- Checking comprehension: (Janice Syablewski) give students a card that is red on one side and green on the other. Have students hold up the appropriate card when checking for comprehension.
- Use your students as teachers—give them strict guidelines and have groups teach a lesson.



THANK YOU