

Chapter 1 : Teachers Change Lives

*An Educator's Guide To Student Motivation [Mary McCaslin, James M. Cooper] on blog.quintoapp.com *FREE* shipping on qualifying offers. This guide provides teachers with theory, research, and practical suggestions for motivating students to engage in learning activities.*

It is also one of the most important. Students who are not motivated will not learn effectively. A student may be unmotivated for a variety of reasons: It may even come to light that a student who appeared unmotivated actually has difficulty learning and is in need of special attention. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. Here are five effective ways to get your students excited about learning:

Encourage Students Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn.

Get Them Involved One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

Offer Incentives Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

Get Creative Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: Really amaze them by telling them that they may use it in their career. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively. Students in this course will engage deeply with the most relevant research on effective teaching methods in the higher education context, while refining their own practices, portfolio, and teaching philosophy.

Chapter 2 : How to Motivate Students: Top 12 Ways | TeachHUB

The Time to Teach Student Engagement and Motivation (SEAM) Training uses four pillars, where each pillar provides educators with a multitude of strategies to engage students. We all know that "time is the coin of learning" and these pillars maximize your precious instructional time because students will buy into your teaching.

Teachers and leaders from ancient cultures—for example, those of us born in the 20th century—agree: Ten- to year-olds, we declare, rarely inject anything but minimal energy into their studies. Instead, they demand, "When are we ever going to use this?" Each new set of mature adults has declared the same thing about the set of young teenagers behind them—yet so far, humans are still thriving. So what keeps middle schoolers in the room and engaged? Neither does lack of choice about what to learn, or teachers who find their own stories more fascinating than their students do. Many middle school teachers actually know things they can do to motivate their students. But substitute the word manipulate for motivate in the previous sentence, and what at first sounded reasonable now seems disturbing. None of us wants to manipulate students. Every day, however, we practice the art of persuasion, convincing students that our subjects are worth their time and energy. Manipulation is very different from motivation, however. Manipulation involves one person doing something to someone else in order to control his or her actions or attitude. Conversely, motivation comes from within. So the first mind-set teachers need is the recognition that motivation is something we create with students, not something we do to them. Our goal should be a classroom culture that cultivates curiosity and personal investment, one in which students feel safe to engage in the activity or topic without fear of embarrassment or rejection. Humans are hard-wired to do demanding and complex things. Young adolescents are developmentally primed for learning things that are intellectually and physically advanced and for getting excited about their growing expertise and the freedoms that come with competence. Time and again, when a student successfully solves a difficult puzzle or math problem, she says with a grin, "Give me another one. He or she may be working hard outside of school. Middle school students will work for hours on service projects and read page books. Each new success invigorates their reach for the next one. We must help kids get past such face-saving by empathizing with them and by conducting ourselves in such a way that students know we have their backs. Think back to the stomach-turning fear you felt at age 13—fear that others might find you were out of your league in school and life. Most middle schoolers feel that. Building relationships with students, proving daily that risk taking is safe in your class, can dissolve those fears and replace them with courage. So if JoJo says something incorrect, instead of pointing out his error, ask him to tell the class more about his point of view. Or tell him the answer is wrong but affirm his risk taking, thanking him for giving the class something to chew on. Even one stable relationship with an adult can make the difference. Remember where they are. The single most motivating practice teachers can employ in the middle-level classroom is to teach in developmentally appropriate ways. The best middle-level teachers understand the unique nature of young adolescents. They can point to specific experiences in their lessons that are appropriate for to year-olds. The association offers resources on specific motivational techniques, such as ways to forge meaningful connections among subjects, create teacher advisory programs, and incorporate authentic assessments. When asked which teachers motivate them, young adolescents immediately mention teachers who "get" them; who accept them unconditionally mistakes and all ; and who empathize with them as if remembering what it was like to experience certain concepts for the first time. Switch activities every 10 to 15 minutes to maintain momentum. Help students recover from bad decisions and failure. Teach each topic in more than one way. Show enthusiasm about their subject, even after teaching it for years. Offer regular opportunities for self-definition; encourage students to incorporate their own culture into assignments or to develop a unique voice for class presentations. Middle school students are thinking, "Am I normal? How am I doing? How do I know when I know this stuff? Only timely, descriptive feedback helps kids get that picture. Motivational teachers provide many exemplars, formative feedback, and opportunities for students to self-assess. Feedback-focused teachers recognize the power of allowing students to redo their assessments and assignments in light of specific teacher feedback. Absent the option to redo an assessment, descriptive

feedback is a frustrating exercise in what could have been. The performâ€”feedbackâ€”reviseâ€”performâ€”feedbackâ€”revise cycle is not only motivating to young adolescents, but it also prepares them better for high school, college, and the working world. Teach the way the mind learns. As teachers, we have to cultivate expertise in how the mind learns. Our lessons should show evidence of this expertise. Teachers might interview a math symbol about its importance, have students write the autobiography of a phospholipid, or create simulations to show syncopation. Young adolescents crave structure and patterns. Young adolescents respond well to thematic instruction and integrated curriculum. Making connections among fine and performing arts, with math, social studies, foreign languages, and so on makes these subjects come to life. Motivation flourishes as students apply skills taught in one class to tasks done in another class. They will discover that scholars do quantitative and qualitative analysis in both science and poetry units and that people interpret data visually in every subject. The key to solid learning, though, is for students to make these connections themselves, not just be told about them. Teaching young adolescents skills that build executive function is invaluable. So is teaching them about proper diet, exercise, and adequate sleep. Tell stories and spark curiosity. Without the backstory, learners are trapped behind walls of indifference. Thomas Huxley put it well: To a person uninstructed in natural history, his country or seaside stroll is a walk through a gallery filled with wonderful works of art, nine-tenths of which have their faces turned to the wall. Narratives not only appeal to their theater of the mind, but they also provide connections among disparate parts. Reel students in with the story of the very uncertain particle that could never tell its location and speed at the exact same moment. How about the one about Avogadro and his amazing number? In middle school and the early years of high school, students are particularly responsive to stories of individuals persevering through difficulty. Young adolescents internalize each moment of these stories, wondering, "Would I do the same thing? Fasten props to your clothing and incorporate each prop into the lesson meaningfully at some point. Schools of teacher preparation should provide coursework in motivation studies for new teachers, because inspiring everyone they teach will be crucial to their success. Without serious training in student motivation, new teachers are left with a limited repertoire of responses and unexaminedâ€”sometimes harmfulâ€”notions of what inspires middle-grade students to engage in something new or stick with something challenging. Sure, there are structures in place that obstruct motivational pedagogy. But with the approaches described here, any teacher can make Renaissance art compelling or make understanding the terms slope and y-intercept liberating. The era of blaming young adolescents for their lack of motivation is over. Instead, help kids live this one week of their lives powerfully. Teachers who talk the whole class period or who speak in long paragraphs when disciplining. Teachers who see teaching middle school as just something to do until a high school position opens up. Fs, zeroes, and other indicators of failure. Spending the day working on weaknesses, without identifying and using strengths. Being treated like elementary school students. No more requiring students to march to the cafeteria with their fingers pressed to their lips or clapping hands at the front of the room in a cute rhythm that students must repeat. Anyone belittling your strong emotional response to something minor in your life. Classes that claim to be relevant to your life but that deny you access to personal technology during lessons. Unwavering adherence to pacing guides or program fidelity, regardless of individual needs and talents. Aphorisms and reflections from the works of T. Selected by Henrietta A.

Chapter 3 : Workshop - The Educators Guide to the Student Engagement/Motivation Galaxy! - NISOD

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Show your own passion and enthusiasm. Clearly articulate learning goals. Students will be more motivated to work if they know what goals they are working towards. Thus, it is a good idea not only to articulate goals for the course, but also for specific lectures, discussions, and assignments. Students will be more motivated to work hard if they see the value of what they are learning to their overall course of study. Consequently, it is important to explain to students how your course will help prepare them for subsequent courses e. This gives students a better appreciation of the combined value of the courses they take and lets them see how each contributes to their overall education. It is also helpful to point out when students are learning skills that will help them later in the same course—especially when the material is difficult and potentially frustrating e. Seeing the value of the material within a broader academic framework can help students sustain motivation and persist through challenges and setbacks. Students are more likely to exert effort in a course if they anticipate an eventual payoff in terms of their future professional lives. An information systems instructor, for example, can motivate students to learn information systems principles by pointing to real-life database failures that resulted when these principles were not applied. It is especially important to highlight the professional relevance of higher-level skills such as quantitative reasoning, public speaking, persuasive writing, and teamwork, because students do not always recognize their importance in the work world. Highlight real-world applications of knowledge and skills. One effective way to harness student motivation is to have students apply what they are learning to real-world contexts. For example, a marketing professor might use a real-world industry case study to give students practice applying marketing principles to complex, contextualized problems. Similarly, in an information systems course, the instructor might assign a service-learning project in which students must build a database for a non-profit community organization. This kind of task allows students to work within authentic constraints, interact with real clients, and explore possible professions. Such assignments may also create possibilities for future internships or jobs. All of these factors are likely to increase student motivation. Even in courses that are more theoretical than applied, instructors can convey the relevance of course content simply by pointing out its significance in the real world. For example, a mathematics professor teaching optimization might point out that financial institutions use optimization techniques to maximize trade efficiency. A history instructor might motivate interest in colonial history by showing how it helps to explain contemporary geopolitical conflicts or environmental problems. Similarly, well-constructed courses that tap into issues that are important to students e. Allow students some degree of choice. One possible way to enhance student motivation is to allow students to choose topics for papers and projects that connect the course content to their outside interests and passions. For example, a physics instructor might allow a student who plays different sports to do a project comparing the spin, rotation, and acceleration of differently shaped balls. However, while flexibility and choice can be motivating, it is also important to recognize that weighing and choosing among alternatives requires cognitive effort and can create an extra burden for students. Thus, instructors might want to provide a restricted set of options and sufficient time to choose among them. This can enhance motivation without overwhelming students with too many choices. Your own enthusiasm about the course content can be powerful and contagious. This can lead them to engage more deeply than they had initially planned and to discover value they had overlooked. This site supplements our 1-on-1 teaching consultations.

Chapter 4 : Explore Strategies - Eberly Center - Carnegie Mellon University

The National Research Council report, Engaging Schools: Fostering High School Students' Motivation to Learn, includes an extensive review of the research literature on how to set up learning environments to support motivation for the nation's most vulnerable students.

The author concludes that when students engage in meaningful open-ended tasks, their motivation increases and the effect of learning is more powerful. What does the Research Say? The site provides definitions of intrinsic and extrinsic motivation, strategies for increasing motivation, and suggestions to motivate students to engage in class activities. Questions address topics such as what teachers can do to help develop students who will work to overcome challenges rather than be overwhelmed by them, the challenge of the "gifted" label, and if self-esteem something that teachers can or should "give" to students. The site is easy reading, yet provides many useful insights. Books and Journal Articles Motivation from Within: Motivation is not something one "does to" others. Improving Self-Efficacy and Motivation: What to Do, What to Say Howard Margolis and Patrick P McCabe citation and bibliographic information This article suggests practical solutions to improve the motivation of struggling learners. Specifically, the authors present strategies such as using peers as role models, teaching specific learning strategies, presenting the students with options and choices, communicating recent success, and more. Tuckerman, the Ohio State University citation and bibliographic information The general purpose of this study was to determine the effectiveness of teaching students the use of specific learning and motivation strategies to meet the cognitive and motivational demands of college. A group of college students went through a course that was specifically designed to teach them learning strategies and give them an opportunity to practice the techniques and transfer these skills to other learning situations. The results showed that this method improved the GPA of the students who went through the program. Randy Moore citation and bibliographic information This study measured how many introductory biology students took advantage of extra-credit opportunities, the grades they earned, and reasons they gave for not completing extra credit work. The study found that high-achieving students pursued the extra credit work, while students who were earning poor grades did not. The author asserts that this behavior is tied to student motivation. Students who were motivated to succeed in the course made the choice to do the extra credit work, which is consistent with the other choices they had made, such as to attend lectures and help sessions. Similarly, students who earned poor grades typically demonstrated a low commitment to several components of the course, including the extra credit work. Freeman, Lynley Anderman and Jane M. The paper presents some useful background information on the topics of belonging, motivation and academic self-efficacy. The experiment investigated a controlling style of teaching compared to an autonomy supportive style, and found that the supportive style resulted in increased student interest, enjoyment, engagement and performance. Autonomy-supportive teacher behavior can be effective in fostering intrinsic motivation in students. The paper provides useful background information on the topics of motivation, intentionality and autonomy, and also gives examples of controlling vs. The ABCs of Motivation citation and bibliographic information Although this paper is written for faculty of educational psychology, the information is useful for any teacher who is interested in learning about some of the theory behind motivation. The purpose of this paper is to distill the numerous theories and frameworks for motivational principles into a simpler format. The authors offer that motivation is based on three fundamental needs: An understanding of these concepts can help teachers provide a learning environment that increases motivation in their students. Gender matters citation and bibliographic information Do females and males choose science for different reasons? In this study college biology students were surveyed to learn when they became interested and what factors determined their origin and maintenance of interest in biology. One finding was that females were more likely to cite a positive influence with a teacher as a factor for becoming interested in science, which has implications for teacher behavior in fostering an interest in science among female students. Contracting involves a learning agreement between students and teachers, and it offers the opportunity for independent thinking. Adams This paper offers practical advice on building a workable and meaningful introductory science laboratory for non-science majors. These students

usually lack experience in and motivation for the laboratory, so a balanced use of "cookbook" and discovery-based approaches is recommended. Connecting with students who are disinterested and inexperienced William G Brozo citation and bibliographic information This article was written in the context of middle school education, but is still relevant for undergraduate students who are hard to reach. The author states that when students claim they are not interested in anything, educators must help them discover what actually does interest them. Furthermore, another way to help youth expand their repertoire of interests is by arranging systematic opportunities for them to interact with community members who are engaged citizens and have a wide variety of life experiences. A Candle Lights the Way to Scientific Discourse Li-hsuan Yang citation and bibliographic information This short article describes a simple and thought-provoking teaching strategy, burning a candle in the classroom and asking students to observe it and try to explain the processes they observe. The result is that students are able to engage in scientific discourse, hold competing hypotheses, looking for supporting evidence, communicating their ideas with supportive arguments, and proposing possible empirical studies to further their understanding. This technique could be applied to a geoscience classroom via simple demonstrations with physical models, videos or rock samples. To learn more, read about how self-efficacy is related to student motivation and academic performance.

Chapter 5 : Student Motivation, Engagement, and Achievement

Motivating Students. Print Version Intrinsic Motivation Extrinsic Motivation Effects of Motivation on Learning Styles A Model of Intrinsic Motivation Strategies for Motivating Students Showing Students the Appeal of a Subject Intrinsic Motivation Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it.

Motivating Teachers to Improve Instruction Motivating teachers to improve instruction In the last two decades of education reform, teachers have been viewed as central to both the problems of education and their solutions. Education researchers and school leaders have faced the challenge of motivating teachers to high levels of performance. Because of this organizational structure, teachers are difficult to supervise, do not receive regular feedback from others, and often find it hard to collaborate. Perhaps as a result of these circumstances, the research also shows that many good teachers leave teaching in the first three years Frase Clearly, education leaders need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher, as described here, is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice. This issue looks at teacher motivation and considers how it has been treated historically, how it is affected by external and internal factors, and how new directions in professional development, teacher evaluation, new teacher induction and school reform are currently creating opportunities for more effective teacher motivation. Merit pay and career ladders were intended to provide financial incentives, varied work, and advancement opportunities for seasoned teachers. These, along with across-the-board pay raises, work environment premiums for difficult assignments, and grants or sabbaticals for research and study, were expected to improve teacher performance and motivation. According to Johnson , measures developed to boost teacher motivation are based on three theories of motivation and productivity: Individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none. Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments. Workers are more productive when their work is varied and challenging. The first two theories are justification for merit pay and career ladders, and the third suggests differentiated staffing, use of organizational incentives, and reform-oriented staff development. Merit Pay The idea of merit pay has a straightforward appeal: Some researchers have warned, however, that merit pay may change the relationships between teachers and students: Another concern is that merit pay plans may encourage teachers to adjust their teaching down to the program goals, setting their sights no higher than the standards Coltham Odden and Kelley reviewed recent research and experience and concluded that individual merit and incentive pay programs do not work and, in fact, are often detrimental A number of studies have suggested that merit pay plans often divide faculties, set teachers against their administrators, are plagued by inadequate evaluation methods, and may be inappropriate for organizations such as schools that require cooperative, collaborative work Lawler However, many of these programs have faltered for largely the same reasons that merit pay plans have failed - unanticipated costs, teacher opposition, inadequate evaluation methods, and dissension Freiberg They were meant to provide external incentives - financial rewards, advancement opportunities, workplace variety - but did not adequately resolve the problem of teacher satisfaction. Frase offers one reason why measures relying on external rewards have been insufficient. There is overwhelming research evidence, he says, that teachers enter teaching to help young people learn, that their most gratifying reward is accomplishing this goal, and that the work-related factors most important to teachers are those that allow them to practice their craft successfully see also Frase ; Lortie ; Mitchell, Ortiz, and Mitchell Work Context Factors Work context factors are those that meet baseline needs. In general, context factors clear the road of the debris that block effective teaching. In adequate supply, these factors prevent dissatisfaction. But these factors may not have an extended motivational effect or lead to improved teaching. For example, a survey conducted by the National Center for Education Statistics found that teacher compensation, including salary, benefits, and supplemental income, showed little relation to long-term satisfaction with teaching as a career NCES According to Frase , content variables are the crucial factor in

motivating teachers to high levels of performance. Work Content Factors Work content factors are intrinsic to the work itself. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority. Some researchers argue that teachers who do not feel supported in these states are less motivated to do their best work in the classroom. NCES Data from the National Center for Education Statistics confirm that staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom are the factors most strongly associated with teacher satisfaction. Other research concurs that most teachers need to have a sense of accomplishment in these sectors if they are to persevere and excel in the difficult work of teaching. Frase and Sorenson studied work content factors in a questionnaire administered to 73 San Diego School District teachers. Feedback is the factor most strongly related to job satisfaction, yet teachers typically receive very little accurate and helpful feedback regarding their teaching. Autonomy is strongly related to job satisfaction for many, but not all, teachers. Autonomy is not necessarily defined as freedom from interference in the classroom; rather, the majority of teachers view autonomy as freedom to develop collegial relationships to accomplish tasks. Collegiality is also important for teachers. Collegiality can be expressed through experiencing challenging and stimulating work, creating school improvement plans, and leading curriculum development groups. The literature suggests that collegiality is directly linked to effective schools Johnson ; Glatthorn and Fox , where "teachers valued and participated in norms of collegiality and continuous improvement experimentation " Little , 1. Some research shows that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases Blase and Blase Well-implemented school improvement plans can increase collegiality and give teachers the satisfaction to committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual, extrinsic rewards Johnson However, Frase and Sorenson caution that not every teacher will respond positively to educational reform approaches. Autonomy for one may be isolation for another; one teacher may welcome feedback, another may see it as infringement on his or her professionalism; and while one may welcome collaboration, another may see it as stressful imposition. Opportunities for participatory management must be differentiated for each teacher. Professional Development The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including inservice programs. However, many leading school reformers have called for new forms of professional development. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry. Darling-Hammond and McLaughlin suggest that staff development also means "providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners" p. Monahan describes a new concept, Comprehensive Professional Development CPD , that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to schoolwide change. Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods. Problem-based school development PBSD is an approach that takes staff development and school form to the next level by creating a professional community capable of sustaining longterm educational reform Clarke et al. Inspired by a year partnership between the University of Vermont and school districts, PBSD consists of teams that consider problems, search for new information, and organize local inquiry projects in their respective schools. Many teachers respond with great energy when they are immersed in new perspectives on their own teaching and learning abilities and provided with opportunities to express themselves honestly. The National Foundation for the Improvement of Education offers several recommendations for establishing professional development programs that result in teacher growth and motivation. Find the time to build professional development into the life of schools. Reorganize the school day to enable teachers to work

together as well as individually, both daily and weekly, and throughout the year. Help teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools. Professional development goals, standards for student learning, and standards for professional practice should be decided locally by the school community of teachers, administrators, and parents. In addition, teachers and administrators should collaborate in each district to create peer assistance and review to nurture the practice of all teachers. Work with the community to provide high-quality professional development. Induction and Support of New Teachers New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may overwhelm them. They face new and difficult challenges: Key ideas for supporting new teachers include: Relocation and acclimation assistance can help the new teacher with locating housing, can share information about the community, and can introduce the recruit to other new teachers. In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally. Teacher Evaluation Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement. However, the most common practices in evaluation are limited in their capacity to improve teaching, and chiefly serve as monitors of minimal competency for retention Loup et al. Peterson calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform: Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists. Place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point. Use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers are most likely to value intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. One clear finding of the research points in a hopeful direction - helping young people to learn is the central goal of both those who enter the teaching profession and those who are working to reform public education. Blase, Joseph and Jo Roberts Blase. *What Successful Principals Do. Real Questions, Real Answers: Focusing Teacher Leadership on School Improvement.* Association for Supervision and Curriculum Development. *An English Experiment and its Outcome.* Maximizing People Power in Schools: Motivating and Managing Teachers and Staff. Impact on Participatory Management. Lessons from the Past. Quality Teaching through Professional Development. A Place Called School. What Motivates, What Matters. Joyce, Bruce and Beverly Showers. *Student Achievement through Staff Development: Fundamentals of School Renewal.* Mills, and Mariam L. Lawler 11, and L. Workplace Conditions of School Success. University of Chicago Press.

Chapter 6 : Motivating Young Adolescents - Educational Leadership

My previous post reviewed research on extrinsic and intrinsic motivation, and described the four qualities that have been identified as critical to helping students motivate themselves: autonomy, competence, relatedness, and relevance.

Showing Students the Appeal of a Subject Intrinsic Motivation Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Students who are intrinsically motivated might say things like the following. Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments. On the other hand, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. Also, it helps if the instructor is interested in the subject to begin with! Extrinsic Motivation Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades which keep scholarships coming. Students who are extrinsically motivated might say things like the following. Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students. On the other hand, extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation. In one series of experiments, psychologist Edward Deci had two groups of college students play with a puzzle called Soma. He found that the group that was paid to solve puzzles stopped solving puzzles as soon as the experimentâ€™and the paymentâ€™ended. They had found the puzzles intrinsically interesting. Deci argued that the group that had been paid to solve puzzles might have found the puzzles intrinsically interesting as well, but the extrinsic, monetary reward had reduced their intrinsic interest. Effects of Motivation on Learning Styles Deep learners respond well to the challenge of mastering a difficult and complex subject. These are intrinsically motivated students who are often a joy to teach! Strategic learners are motivated primarily by rewards. They react well to competition and the opportunity to best others. Handle strategic learners by avoiding appeals to competition. Appeal to their intrinsic interest in the subject at hand. Design your assignments tests, papers, projects, etc. Do so by requiring students to apply, synthesize, or evaluate material instead of merely comprehending or memorizing material. Surface learners are often motivated by a desire to avoid failure. They typically avoid deep learning because it they see it as inherently risky behavior. Handle surface learners by helping them gain confidence in their abilities to learn and perform. If so, the student engages in the activity. If the student perceives the activity as stimulating and controllable, then the student tentatively labels the activity as interesting and engages in it. If either condition becomes insufficient, then the student disengages from the activityâ€™unless some extrinsic motivator influences the student to continue. If the activity is repeatedly deemed stimulating and controllable, then the student may deem the activity interesting. Then the student will be more likely to engage in the activity in the future. If over time activities that are deemed interesting provide little stimulation or control, then the student will remove the activity from his or her mental list of interesting activities. The challenge, then, is to provide teaching and learning activities that are both stimulating and offer students a degree of personal control. Strategies for Motivating Students Following are some research-based strategies for motivating students to learn. Become a role model for student interest. Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material. Get to know your students. Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities. Use a variety of student-active teaching activities. These activities directly engage students in the material and give

them opportunities to achieve a level of mastery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own. Cooperative learning activities are particularly effective as they also provide positive social pressure. Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class. Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades. Be free with praise and constructive in criticism. Negative comments should pertain to particular performances, not the performer. Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways tests, papers, projects, presentations, etc. Give students options for how these assignments are weighted. Showing Students the Appeal of the Subject When encouraging students to find your subject matter interesting, use cues to show students the appeal of the subject matter.

Chapter 7 : NEA - An Educator's Guide to the "Four Cs"

Motivating Students. This chapter from the book Tools for Teaching by Barbara Gross Davis (Jossey-Bass Publishers: San Francisco,) is a great place to start for ideas and tips about increasing student motivation in your classes.

Five classroom management reasons to let your students select their own stories. Spread Excitement Like a Virus Show your enthusiasm in the subject and use appropriate, concrete and understandable examples to help students grasp it. For example, I love alliteration. After learning about alliteration, they brainstorm alliterative titles for their chosen subjects. How to Motivate Students: By doing this in an orderly way, you can also maintain order in your classroom. This way, students know what to expect everyday and have less opportunity to act up. Assign Classroom Jobs With students, create a list of jobs for the week. Using the criteria of your choosing, let students earn the opportunity to pick their classroom jobs for the next week. These jobs can cater to their interests and skills. Classroom Job Examples Post to the Class blog Update Calendar Pick start of class music Watch class pet Public relations officer address people who visit class Standard class jobs like Attendance, Cleaning the boards, putting up chairs, etc. After reviewing the answers, integrate their ideas into your lessons or guide a brainstorm session on how these ideas could translate into class. On a systematic level, let students choose from elective classes in a collegiate format. Again, they can tap into their passion and relate to their subject matter if they have a choice. Open-format Fridays You can also translate this student empowerment into an incentive program. Set achievable, short-term goals, emphasis improvement, keep self-evaluation forms to fill out and compare throughout the year, or revisit mastered concepts that they once struggled with to refresh their confidence. Reward Positive Behavior Outside the Classroom Tie service opportunities, cultural experiences, extracurricular activities into the curriculum for extra credit or as alternative options on assignments. Have students doing Habitat for Humanity calculate the angle of the freshly cut board, count the nails in each stair and multiply the number of stairs to find the total number of nails; write an essay about their experience volunteering or their how they felt during basketball tryouts; or any other creative option they can come up with. Plan Dream Field Trips With your students, brainstorm potential field trips tiered by budget. Cash incentive money can then be earned toward the field trips for good behavior, performance, etc. The can see their success in the classroom as they move up from the decent zoo field trip to the good state capitol day trip to the unbelievable week-long trip to New York City. Even though the reward is delayed, tracking progress will give students that immediate reward. College Fund Accounts College dreams motivate athletes; why not adapt the academic track to be just as tangible for hard-working student? One way is to keep a tally of both the cash value and the potential school choice each student has earned. By graduation, watch out free ride to their dream school. What are some of the ways that you motivate students? Share in the comments section!

Chapter 8 : Motivating teachers to improve instruction

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike.

Chapter 9 : Motivating Students

impacting student motivation are: student, teacher, content, method/process, and environment. The focus of this article is to provide the educator with suggestions from each of the five key ingredient areas that can be used to motivate his or her students.