



## ENHANCING STUDENTS' MOTIVATION TO LEARN

•Effectively planned, well-paced, relevant, and interesting instruction is a key aspect of effective classroom management.

•For schools to be positive, supportive communities in which students feel respected and valued, instructional methods and content must meet students' academic needs.

•Students' unproductive behavior and failure can often be traced to failure to create an educational environment conducive to learning.

•Students vary in the type of classroom structure and instruction that best facilitate their learning.

•Understanding the instructional needs of an individual student or group of students provides teachers with information essential for creating a positive learning environment.

## KEY ISSUES IN STUDENT MOTIVATION TO LEARN

The extent to which people become actively and productively involved in an activity is based on.

1. Whether they believe they can be successful at the task
2. The degree to which they value the rewards associated with successful task completion
3. Climate or the quality of relationships within the task setting during the time the people are engaged in a task

◉ Educators should work towards a model of culturally responsive teaching based on theories of intrinsic motivation that includes the following conditions.

- 1 Establishing Inclusion – creating a learning atmosphere in which students and teachers feel respected by and connected to one another
- 2 Developing Attitude – creating a favorable disposition toward the learning experience through personal relevance and choice
- 3 Enhancing Meaning – creating challenging, thoughtful learning experiences that include student perspectives and values
- 4 Engendering Competence – creating an understanding that students are effective in learning something they value



### STUDENTS' ACADEMIC NEEDS

- ⦿ **Teacher characteristics and instructional methods are associated with high achievement for students from diverse cultural backgrounds. These teacher behaviors include,**
  1. Focusing instruction to some degree on what has meaning to students
  2. Using a thematic approach to instruction
  3. Incorporating active learning
  4. Implementing cooperative/collaborative leaning activities
  5. Communicating high teacher expectations for achievement of all students
  6. Developing warm, caring relationships with students that often extend beyond the school day
  7. Integrating aspects of all students' cultures into instructional activities
  8. Creating opportunities for cross-age tutoring
  9. Incorporating specific instructional techniques for students with limited English proficiency

### ACADEMIC NEED 1: UNDERSTANDING THE LEARNING GOALS

- ⦿ **Teachers can quite rapidly learn to give students specific explanations concerning the purpose of instructional activities during their lesson by including information on.**
  - ⦿ Objective(s)
  - ⦿ Reason(s)
  - ⦿ Activity(ies)
  - ⦿ Assessment

### ACADEMIC NEED 2: UNDERSTANDING THE LEARNING PROCESS

- ⦿ **Develop a Functional Definition of Learning**
  - **One technique for redefining learning involves beginning the school year by having students describe what an effective learner "looks like" and "sounds like."**

### ACADEMIC NEED 3: BE ACTIVELY INVOLVED IN THE LEARNING PROCESS

- ⦿ **Student motivation and achievement will be enhanced by actively involving students in the learning process.**

**ACADEMIC NEED 4:****HAVE LEARNING GOALS RELATED TO THEIR OWN INTERESTS AND CHOICES****How Teachers Make Work Interesting for Students**

1. Hands-on activities
2. Group work
3. Personalizing the content by connecting it to students' life experiences and interests
4. Involving students in sharing their ideas, planning and making choices

**ACADEMIC NEED 5:****RECEIVE INSTRUCTION RESPONSIVE TO THEIR LEARNING STYLES AND STRENGTHS**

- Teachers can increase students' motivation and success by responding effectively to students' learning styles.
- Teachers who use the same instructional methods with every student or who use a limited range of instructional activities will create a situation in which some students become frustrated, experience failure, and respond by misbehaving.

**ACADEMIC NEED 6:****SEE LEARNING MODELED BY ADULTS AS AN EXCITING AND REWARDING ACTIVITY**

- Teachers who are more effective in enhancing students' motivation to learn show an interest in and excitement about learning and model task-related thinking and problem solving.

**ACADEMIC NEED 7:  
EXPERIENCE SUCCESS**

- Success experiences are instrumental in developing feelings of self-worth and confidence in attempting new activities.
- Following successful experiences, individuals tend to raise their expectations and set higher goals, whereas failure is met with lowered aspirations.



**ACADEMIC NEED 8:  
HAVE TIME TO INTEGRATE LEARNING**

- ◉ Students learn at varying rates and in different ways so it is important to slow down to provide all students with an opportunity to organize the new ideas that have been presented.
- ◉ Effective teachers develop specific instructional activities designed to help students summarize new learning and relate this new knowledge to previous and future learning and the students' own lives.

**ACADEMIC NEED 9:  
RECEIVE REALISTIC AND IMMEDIATE  
FEEDBACK THAT ENHANCES SELF-EFFICACY**

- ◉ Because students' sense of academic identity and motivation to learn is dramatically impacted by being successful, it is important that they receive feedback clearly designating the extent to which they have succeeded at a task.
- ◉ Students who receive comments more frequently state that they.
  1. Found the task more interesting
  2. Worked on the task because they were interested in the material
  3. Attributed their success on the task to their interest and effort

**ACADEMIC NEED 10:  
BE INVOLVED IN SELF-EVALUATING THEIR  
LEARNING AND EFFORT**

- ◉ Involving students in self-evaluation provides students with opportunities to understand their academic performance better and to experience a sense of personal responsibility.

**ACADEMIC NEED 11:  
RECEIVE APPROPRIATE REWARDS FOR  
PERFORMANCE GAINS**

- ◉ Rewards are more effective for increasing effort than improving quality of performance, so it is better to use them when there is a clear goal and a clear strategy to follow, as well as when students have the prerequisite skills for completing the task but are not doing so.

**ACADEMIC NEED 12:  
EXPERIENCE A SAFE, WELL ORGANIZED  
LEARNING ENVIRONMENT**

- ◉ The creation of a safe learning environment is a prerequisite to helping students meet their academic potential.

**HOWARD GARDNER'S WORK ON MULTIPLE  
INTELLIGENCES**

- ◉ The most important contribution multiple intelligences theory makes to education is that it stimulates teachers and students to be imaginative in selecting curricula, deciding how the curricula are to be taught or delivered, and determining how student knowledge is to be demonstrated.

**MULTIPLE INTELLIGENCES:  
EIGHT WAYS OF KNOWING**

1. **Logical/Mathematical Intelligence**, often called scientific thinking, this intelligence deals with inductive and deductive thinking/reasoning, numbers, and the recognition of abstract patterns.
2. **Visual/Spatial Intelligence**, this intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images and pictures.
3. **Bodily/Kinesthetic Intelligence**, this intelligence is related to physical movement and the knowings and wisdom of the body, including the brain's motor cortex, which controls bodily motion.
4. **Musical/Rhythmic Intelligence**, this intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats.

**MULTIPLE INTELLIGENCES:  
EIGHT WAYS OF KNOWING**

5. **Naturalist Intelligence**: this intelligence deals with the recognition, appreciation, and understanding of the flora and fauna of the natural world.
6. **Interpersonal Intelligence**: this intelligence operates primarily through person-to-person relationships and communication.
7. **Intrapersonal Intelligence**: this intelligence relates to inner states of being, self-reflection, metacognition (thinking about thinking), and awareness of spiritual realities.
8. **Verbal/Linguistic Intelligence**: this intelligence, which is related to words and language – written and spoken – dominates most Western educational systems.