Tackling and Addressing Students Motivation

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Leave the world better than you found it.
Develop the talents you were given.

Pass on what you have learned.
Possesses Adequate Skills to Perform the Task

Feel Supported and Expect to Succeed (Environmental Perception)

Confident in One’s Ability to Learn and Perform the Task (Self-Efficacy)

Set Realistic Expectations and Implement Appropriate Strategies to Successfully Complete Goals (Self-Regulation)

Motivation

Values the Task or Outcome (Meaningfulness/Interest)

Students achieve when they believe they can learn the material.

1st
Self-efficacy is based on

1) mastery experience
2) vicarious experiences
3) social persuasion
4) emotional & physiological states

Although there are many possible explanations for why one could fail, effort and ability are the most likely causes that students report.

— Good & Brophy
Help children understand that challenging situations are opportunities to acquire or improve skills and that encountering difficulty does not mean that they are not intelligent.
Discuss How the Brain Works

Teach children that mistakes make us smarter.
Give specific, developmental compliments.

Document Growth
Students achieve when they view tasks as meaningful.

Challenge

“I don’t want to be challenged. I want to be intellectually stimulated.”
Academic Challenge

Quest for Mastery

Intellectual Stimulation

Search for Meaning

Personal

Tied to Student’s Identity

Personally Interesting to the Student

Integral to Student’s Vision of the Future

Viewed as Useful

Meaningful

Eccles and Wigfield
The future influences the present as much as the past.

Friedrich Wilhelm Nietzsche

Learn children's interests and work with them to tie these interests to school projects.
Develop value for personal learning by having students reflect on the following:

1) What will your life be like if you don’t learn this?
2) What will your life be like if you do learn this?

TIP
Create a Reward System when Necessary
Real Products for a Real Audience

Garth’s Photo Exhibit

“Learning is the opposite of boredom and learning is the antidote to boredom”

(Kanevsky & Keighley, 2003, p. 20).
Students achieve when they feel supported in their efforts.

Perceived Environmental Friendliness

Claude Steele tells us that some students may have difficulty trusting the environment and their achievement may be less about their abilities than their perception of the fairness of the environment.

“When capable black college students fail to perform as well as their white counterparts, the explanation often has less to do with preparation or ability than with the threat of stereotypes about their capacity to succeed.”
Performance on a non-evaluative verbal test as a function of race salience

Math end-of-grade practice exam performance as a function of stereotype threat and theory of intelligence (“This is a challenge but a great opportunity to learn math.”)
Children’s identification with a positive adult role model in their environment is based on three variables...

...nurturance, or the warmth of the relationship between the child and a particular adult

...similarities that children see between themselves and the adult

...the power of the adult as perceived by the child

— Silvia Rimm
Five “C’s” for Learning

1: 
Control
(Self-determination, Power to change the situations)

2: 
Choice
(Content [tied to interests and the real world], Process
[higher-level thinking, hands-on activities with authentic
materials, quick pace with minimum repetition], and
Environment [flexible attendance and work with peers])

3: 
Challenge
(Accelerated pace, Deeper, more complex thinking)

4: Complexity
(Craved the unfamiliar [novel, authentic, abstract, open-ended])

5: Caring
(A caring teacher can overcome the other four C's)
Students achieve when they are self-disciplined.

Fig. 1. Final grade point average (GPA) as a function of ranked quintiles of IQ and self-discipline in Study 2.
Duckworth & Seligman, 2005
Teach students to reward themselves with pleasant tasks after completing less pleasant tasks (Grandma’s rule a.k.a. Premack’s Principle)

The Problem

Getting Started (recognizing and seizing opportunities to act and overcoming reluctance to act)

Staying on Track (protecting goal activity from getting derailed by having an if--then plan)
Success Involves

1. Commitment to Goals During Goal-Setting and
2. Effective Planning and Enactment Behaviors During Goal-Striving

**TIP**

1. Imagine the positive outcomes associated with completing the goal

2. Name critical obstacles

3. Develop *implementation intentions* (if -- then --) that results in immediate, effortless unconscious actions to overcome the obstacles
Model curiosity about the world around you. However, you must demonstrate how curiosity is transformed into action. For example, a question about the number of moons orbiting Saturn might lead to looking up the answer on the Internet.
“Did we study the right things? What was on the test that we didn’t study?”

Test-taking Strategies

Being well prepared for a test involves time management, high-quality note-taking, and regular review of material. There are three types of reviewing that can better prepare you for test-taking:

- Regular, weekly review sessions just before the test and post-testing review of your test performance.
- Dealing well with test anxiety: test anticipation, preparation, and analysis of performance.

Test Anticipation:

- What format will the test be? (Multiple choice, short answer, essay or a combination?)
- How much is the test worth?
- How much time will you have?
- What materials will be needed? (Calculator, ruler, or pencil?)
- Have you regularly reviewed the notes for the test?
- What study time will you need? When will you study and for how long each time?
- Were previous tests similar to this one? Were there quizzes on this material?

Post-test Analysis:

- Did you receive the grade you expected?
- Analyze the testing answers. Were they in your notes? In your test? On a quiz?
- Did you provide enough detail?
- Analyze the type of question. Did you perform better on certain types of questions?
- Did you have enough time to finish the test and time to review your answers?
Test-taking Strategies

Being well prepared for a test involves time management, high-quality note-taking, and regular reviews of material. There are three types of review that can better prepare you for test-taking: regular, weekly review sessions (just before the test); and post-test review sessions of your test performance. Doing well on a test involves test anticipation, preparation, and analysis of performance.

Test Anticipation:
- What happens next?

Test Preparation:
- Spread your study time over several days and take regular short breaks.
- Study difficult or "boring" subjects first.
- Schedule study time during your best time of day.
- Study where you’ll be alert (not in bed or in easy chairs or sofas where you can get too comfortable).
- Revise class and text notes.
- Concentrate on remembering the main ideas and most important information.
- Ask questions of yourself; provide yourself with elaborate explanations.
- Study with a partner to compare notes and test each other.
- Review main topics and subtopics.

Test Analysis:
- Did you receive the grade you expected?
- Analyze the missing answers: Were they in your notes? In your test? On a quiz?
- Did you not provide enough detail?
- Analyze the type of questions: Did you perform better on a certain type of question?
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**Cornell Notes**

**Questions**
- Numbers Game
- Focusing on the Future
- Telescopic Thinking
- Pining Over the Past
- Getting it Right
- All or Nothing
- Mood Swinging

**Summary**

**UNHEALTHY PERFECTIONISTS**

- Numbers Game
- Focusing on the Future
- Telescopic Thinking
- Pining Over the Past
- Getting it Right
- All or Nothing
- Mood Swinging
Why People Sometimes Become Perfectionists

- Birth Order
- Messages of the Media
- Generational Inheritance
- Pressure from School and Peers
- Superkid Syndrome
- MA > CA
- Dysfunctional Family

TIPS To Reduce Unhealthy Perfectionism

- Creative Visualization
- "Debugging"
- "Swiss Cheese" Creative Outlets
- Bibliotherapy

Miriam Adderhold-Elliott and Jan Goldberg
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Motivation

Home Peers School

Every single person makes a difference every single day.
- Jane Goodall
Support ACHIEVEMENT

Don’t Give Up...
All of Us Are Works in Progress

Thank you

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