Classroom Motivation

How it works within a classroom

Homework Overview

- What facilitates a good environment to motivate students
  - Success
  - Feelings of importance
  - Absence of high anxiety
  - Choice in ways of working
  - Personal Time Clocks
  - Strong Leadership
  - Strong Groups

How is Motivation Defined?

- Motivation has been defined as an INTERNAL state or condition that activates, guides, and maintains or directs behavior (Kleinginna & Kleinginna 1981)
Intrinsic Motivation

• This type of motivation is the students INTERNAL feeling of reward for completing or engaging in an activity because they have a drive for their personal success.
  • Ex: “I” want to do well on this test because it will show me that I understand this material.

Intrinsic Motivation

• Classroom motivational climates that stress intrinsic motivation, learning rather than performance goals, and cooperative rather than competitive rewards have been found to be associated with GREATER effort by children, more persistence on challenging tasks, and a more positive social relationships among peers. (Weinstein 2002)

Intrinsic Motivation

• How can we relate Lauren’s story to Intrinsic motivation?
  EX: Internal - allowing the students to have the CHOICE to follow the rules or succeed.
Extrinsic Motivation

• This type of motivation occurs when the student is rewarded with external items by their peers or challenges in the classroom.
  • Ex: For the person who receives the highest grade on this next test will get rewarded with a no homework pass.
  • Ex: Praise is considered a feedback that is necessary to let students know that their efforts are effective.

Relationship between the two

• The effect of these types of motivation towards the students learning have been debated by educators over the years… which type of motivation would you use within your classroom? Why?

When you have your own classroom…

• Some Pointers to use as a teacher:
  • As a teacher relate yourself to the students situation
  • Find topics that pertain to students personal interests.
  • Help students feel comfortable about asking for help.
  • Stress the importance of the topic rather than the grade that will be received.
  • Silent praising by giving the student full attention (ex: eye contact, head nod, taking in all suggestions BEFORE stating the correct answer).
  • Vary your teaching theory style to reach out to all students.