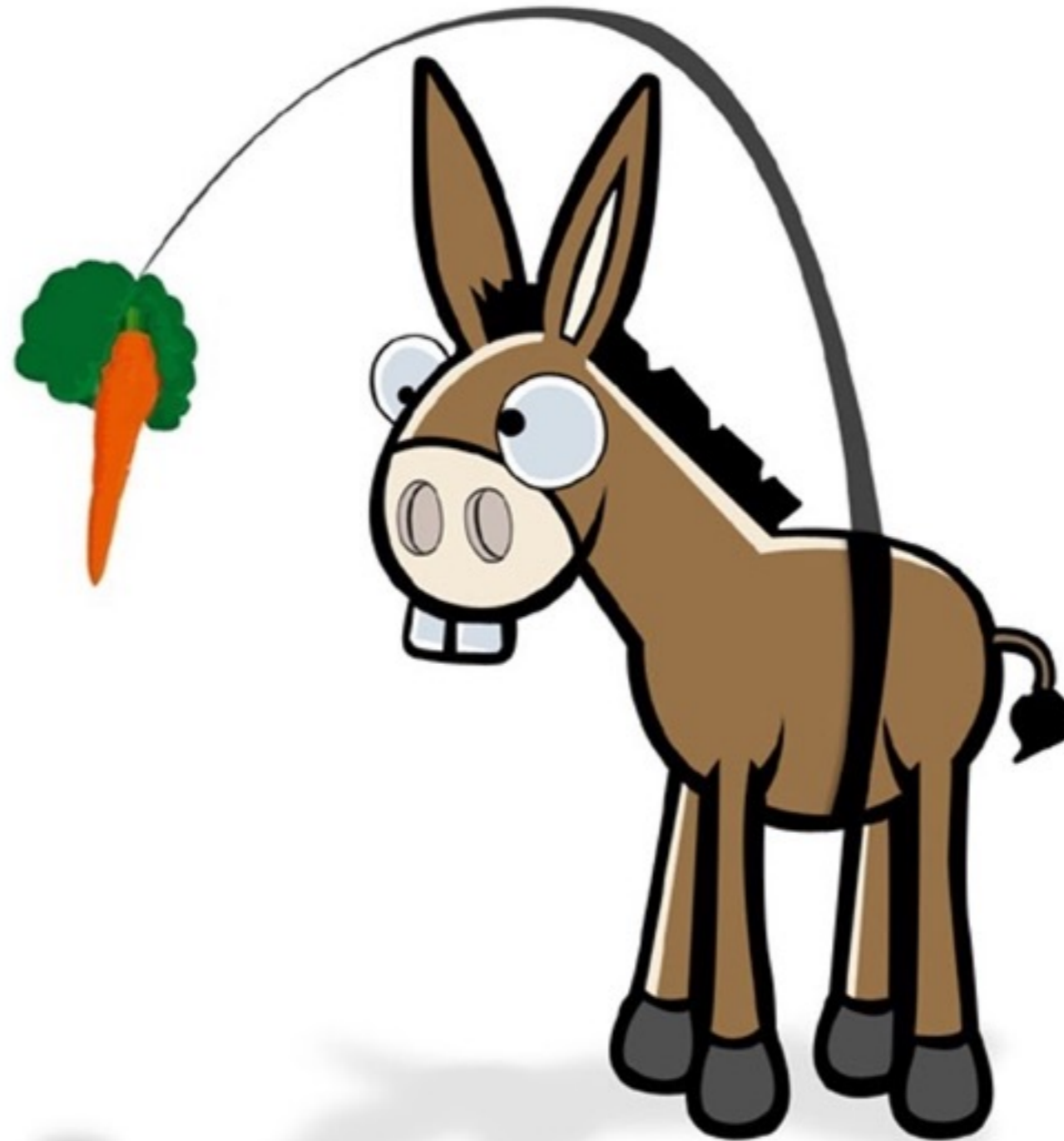

Motivation



Belinda - As teachers we should always be on the quest to better understand how to engage our students and how to increase student motivation. Why is that students run to school in Kindergarten but by the end of grade 12 cannot wait “to get out of there”?



Oli - But where does motivation come from? Is it a conditioned behaviour that is acquired as a response to stimuli or is it more social/emotional and learned through self-regulation? Or a bit of both? Or neither?

Culture's Consequences on Student Motivation:
Capturing Cross-Cultural Universality and
Variability Through Personal Investment Theory

King & McInerney

Metatheoretical Approaches to Culture

Absolutist - psychological processes are universal and culture free

Relativist - psychological processes should be studied within their local context and behaviour understood and interpreted using local frames of reference and culture-specific categories

Universalist - certain basic processes are universal, however it is also important to look at culture and context

Absolutist—————**Universalist**—————**Relativist**

Methodology Using Personal Investment Theory

Etic aspects are universal constructs

Emic aspects are culture specific or variable constructs

Study both to fully understand
what motivates people
within a cultural context
(**Universalist**)

Personal Investment Theory Framework

1) **Sense of self** (Who am I?)

2) **Perceived goals** (What do I want to achieve?)

Task / Mastery – increase performance relative to a standard

Ego / Performance – do better than others

Social Solidarity – enhance sense of belonging and helping others

Extrinsic Reward – rewards or praise

3) **Facilitating conditions** (What is the environment like?)

Summary

Most motivation research uses the imposed etic approach and assumes the results are universally applicable.

There are cross-cultural variations in motivation. This can be expressed as:
Differences in *meaning* - Differences in *factor structure* - Differences in *salience or relevance* - Differences in *nomological nets* (the network of inferences / predictions about a variable)

There is a need for a “cultural imagination” that impels researchers to use a range of models and constructs so that cultural similarities and differences are revealed.

Educational Implications

Knowing what social-contextual factors influence students can make it possible for educators to implement effective, targeted interventions.

Teachers are advised to emphasize mastery goals since they are motivating across cultures.

Be aware of variations in the way students' sense of self is expressed.

Create a school culture that motivates students from diverse backgrounds.

Cherie - I know when speaking to my mom about teaching in 1970's India, it was not uncommon for teachers to use controlling behaviors to keep students "in line". The context was different; she taught in the 1970's in a town in India, at an all-female college in the physical education department, primarily focusing on basketball. The cultural differences are significant, as the norms of 1970's India were very different to 2016 Canada.

Iren - Although I was born and raised in North Vancouver, I was raised by immigrant parents. Their outlook on education was based on the values of the Indian culture in which they were raised in back in Punjab, India. My siblings and I all had to achieve high marks in all of our subjects in order to illustrate educational success because educational success would lead to a good career. Anything less than an "A" was deemed unacceptable in my family. The assumption was that good grades could be achieved through rote memory and daily practice with content. The focus of our education was on our grades and not on our learning needs or processes.

Amy - I believe motivation is strongly related to success and satisfaction in school. I also think there could be a large difference between girls and boys. The girls in my class seem to be much more motivated than the boys. I often wonder if that has to do with their maturity level and development or if there are inadvertent higher expectations for the girls, I'm not sure!

A Classroom-Based Intervention to Help Teachers Decrease Students' Amotivation

Cheon & Reeve

Self-Determination Theory

Ryan & Deci (2000)

Students have three psychological needs:
Autonomy, Competence, Relatedness

Autonomous = intrinsic

Controlled = extrinsic

Amotivation - lack of motivation

- *low ability* - can't do the task
- *low effort* - no desire to do task
- *low value* - low perceived importance
- *unappealing* - unattractive to do task

The reason for **amotivation** is psychological need frustration.
This occurs when teachers are highly controlling.

“Students experience need satisfaction when teachers are highly autonomy supportive—when teachers eagerly embrace the students’ perspectives, welcome their thoughts, feelings, and suggestions into the flow of instruction, provide explanatory rationales for their requests, offer interesting and important learning activities, and acknowledge students’ complaints and expressions of negative affect as valid and understandable ways of feeling during the learning process” (p.100).

[Self-Determination Theory]

Davinder - The revised BC curriculum is gearing towards this approach and the link to social and emotional needs and learning, as well as a more constructivist approach is becoming explicit. It is important for us as educators to show the value in what the students bring with them to the classroom and show our appreciation and excitement when we learn from them.

Joti - Some schools that I have been working with are taking on the approach of the teacher as a “coach” that helps guide, motivate, encourage and empower children to make autonomous and meaningful learning decisions.

Kaitlin - ...the importance of student autonomy stood out to me is because it relates to my own inquiry in my classroom. I am looking at emotional engagement in the writing process. I recently completed a pre-questionnaire with my students about how they felt about three different types of writing. First they had to rate each type of writing and then part of this questionnaire was telling me why they felt a certain way... Once they realized they could be honest they were able to give open answers they gave me a lot of insight into their feelings towards the writing process.

Sharissa - If students feel that their perspectives, thoughts, feelings, and suggestions into the flow of instruction are being heard, they will feel respected by their teachers, which will strengthen their relationship with the teacher, and increase motivation.

Summary

16 PE teachers in Korea attend Autonomy Supportive Intervention Program (ASIP).

Angela - I liked the list of five behaviours including nurtures inner motivation resources, uses informational language, provides explanatory rationales, displays patience, and accepts & acknowledges [negative feelings]. All of these sound like a nurturing style of teaching and current day norms of practice.

Teachers then taught same curriculum with more autonomous learning.

Students reported that teachers who took the course were more autonomy supportive and less controlling.

Teachers reported that ASIP helped them improve their classroom motivation style.

Conclusions

Authors concluded that there was some improvement in creating a more autonomous learning environment by the teachers who attended the ASIP course.

Teachers also felt satisfaction with their experience.

Students who were taught by teachers who received the ASIP training reported a progressive increase in need satisfaction over the course of three terms.

Final thoughts

Choosing a PE class in a culture that is very academically focused is less likely to show a significant change as students are more likely to display all four aspects of amotivation.

Peter - Cheon and Reeves do identify that the results may have been different if the study was conducted in other subject areas and I wonder if they would have had the same results in a subject like math?

Renuka - The grade 2/3 children I teach are motivated by feeling safe or feeling like they belong and understand why is going on during class lessons. They also like small rewards and praise. My students will remain engaged in a learning activity unless they are confused, not interested or not understanding what is being taught and then their behaviour can change in a negative way .

Robyn - I definitely think there is a positive correlation between student choice, or more autonomous classrooms and student motivation.

Application of Motivation and Learning Theory

Think of a classroom example you can connect to Behaviourism, Cognitivism, Constructivism, Social Emotional Learning and Self Regulated Learning. You may use your concept maps and connect your ideas to specific theorists.

Show your thinking using any method that can be uploaded to G drive - DLC3 - Courses - EPSE 501