Bibliographie Annotée

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**Nieswandt, M., & Shanahan, M. (2008). “I just want the credit!” – Perceived**

**Instrumentality as the Main Characteristic of Boys’ Motivation in a Grade 11 Science Course. *Res Sci Educ*, *38*, 3-29. http://dx.doi.org/110.1007/s11165-007-9037-x**

The objective of this article is to study the factors of motivation within adolescent boys in a nonacademic science course.

*Pertinence pour les objectifs d’études que vous avez choisis :*

While this study was conducted in a science classroom, I believe that the researchers have brought to light many concepts relevant to my study of motivating boys in French Immersion. It is not the subject that is, I believe, important, but the learning style and motivational needs of adolescent boys*.*

*Résumé :*

In this study, motivation is looked at from three theoretical perspectives: “sociocultural theory, future time perspective and achievement goal theory” (Nieswandt & Shanahan, 2008, p. 3). Sociocultural theory focusses on the fact that motivation in the student is influenced their social community, and that each individual will have an effect on the others. In this case, the attitude of the boys has been influenced by not only their peers, but the teacher and the school. Before the course even began it was offered as a 'dead end; course whose only purpose is to fulfill a post-secondary science requirement. The boys then came into the course with the feeling that the course was only a hoop to jump through. The teacher remained resistant to their views and needs, and continued to try to interest the boys with content, but she did not tap into this preconception nor try to address it, and so conflict ensued.

 Achievement goal theory looks at the individual definitions of goal and achievement. Goals can be performance oriented, focused on achieving higher than peers, or mastery oriented, focused on mastering skill. In this case, the teacher’s goal of mastery learning did not match that of the students. The student goals were contextual and performance based, wanting to ‘jump through hoops’ in order to fulfill the minimum requirements.

This study also looked at the boys sources of motivation from a Future Time Perspective. This theory recognizes that people can be affected by extrinsic or intrinsic motivation, and that their behaviour is regulated by either external or internal sources. In this study, all of the boys were influenced by external and extrinsic sources. They had no inner goal to learn or advance skills. Their only motivation was to get the credit for a course that they perceived as ‘useless’.

In conclusion, the authors pointed out that the teacher’s refusal to modify her motivational paradigm to match that of the boys caused her unnecessary stress, and did not help the boys to change their mindset about the learning opportunity that was missed.

*Méthodologie:*

Qualitative Case study of a 10 month duration, n = 10 students. Data was collected through observation and through interviews.

*Mots clefs:*

Motivation, external, extrinsic, internal intrinsic, Future Time Perspective, Achievement Goal Theory, Sociocultural Theory of Motivation

References

Nieswandt, M., & Shanahan, M. (2008). “I just want the credit!” – Perceived Instrumentality as the Main Characteristic of Boys’ Motivation in a Grade 11 Science Course. *Res Sci Educ*, *38*, 3-29. http://dx.doi.org/110.1007/s11165-007-9037-x