

Concepts addressed:

Theoretical Foundations of Human Motivation and Behavior: Factors and situations that are likely to promote or diminish student's motivation to learn, and how to help students to become self-motivated

The following are research-based factors that promote student motivation:

1. Relate hard work to success (students are empowered when they believe success or failure is within their control).
2. Stress effort over ability, effort is controllable, ability is not.
3. Give assistance in the student's zone of proximal development (ensure academic success).
4. Support students in setting realistic goals.
5. Emphasize process as well as product.
6. Make specific suggestions for improvements and consider revising grades when improvements are made.
7. Encourage students to view progress in terms of their individual growth.
8. Refrain from grouping on ability.
9. Emphasize cooperation instead of competition.
10. Align teacher expectations for students with their capabilities.

Self-efficacy view of motivation involves 3 elements: 1) goal setting, 2) information processing, and 3) modeling.

1) Goal setting - teachers create goals for students or help the student create goals (it is preferable for students to set their own goals). The best goals for elementary students are short range, specific, concrete and challenging. Understanding family goals through a questionnaire or conversation is beneficial for students.

2) Information Processing - help learners adopt specific strategies to help them understand information (mnemonics, tapping into prior knowledge, organization and summary). Support students to achieve a belief in their own capabilities (mastering basic skills, seeing progress). Promote self-comparison instead of group comparison. Give immediate feedback on their performance.

3) Modeling - students observe a peer succeed or persist. They listen to peers explain how they solved a problem and positive statements about the effort involved.

Self-determination theory stresses that students be capable of working independently in order to feel competent. To enhance feelings of competency:

1. Praise students for self-initiated tasks over teacher demand tasks.
2. Give more positive feedback than corrections and criticism.
3. Encourage intrinsic motivation; relying too heavily on extrinsic rewards and punishments will not meet student's autonomy needs.
4. Stress cooperation over competition.
5. Involve parents in the learning process (meets relationship needs).
6. Acknowledge that there are certain things the students aren't excited about.
7. Allow student choice in instructional strategies and content whenever possible. (Appropriate choices for elementary students would be classroom rules or books to read).

Maslow -contact appropriate authorities if students attend school hungry and/or wearing inappropriate clothes (mittens, boots). Have predictable schedules and clear assignments, be consistent handling discipline problems, get to know your students individually, talk about their interests, acknowledge special accomplishments outside the classroom, and provide instruction at appropriate levels.

Anxiety - use competition carefully; avoid situations where anxious students are required to perform in front of large groups. Give reserved students practice speaking in front of small groups. Make sure assignments and other instructions are clear, avoid unnecessary time pressures (time tests), for major tests provide study guides, practice tests, and multiple assessment tools. Provide adequate scaffolding so students have the background knowledge to learn new information.

Teacher expectation - past information from other teachers and cumulative folders should be used carefully, it is not in students best interest to form limiting preconceptions. Make sure all students are challenged. Call on low achievers as often as high achievers and use the same body and facial language with all students. Give equal wait time, prompts, and cues to low-achievers and high-achievers.