

Motivating Learning

Ideas for the Inspirational Teacher

Conference organised
by

AWLED

Programme Outline:

- 09.30 – 10.00 : Arrival and Coffee
10.00 – 11.00: Motivation: "There's no such thing as a de-motivated student"
11.00 – 11.15: Break
11.15 – 12.15: Emotional Engagement: The Key to Motivation
12.15 – 13.15: Lunch
13.15 – 14.15: Motivating Learning: Making the Learning Matter
14.15 – 14.30: Break
14.30 – 15.30: Self-Talk and Success:
The Bridge between Targets and Achievement
15.30 – 15.45: Review, Next Steps and Evaluation

This workshop WILL:

Promote discussion about the kinds of learning activities which motivate learning

Challenge attitudes and perceptions about the 'de-motivated' learner

Offer practical and workable strategies to engage pupils in their own learning

Provide materials and ideas for schemes of work which have been used to help learners define and set personal targets for achievement

Alan Jones & Associates
Listening - Leading - Learning

The 'dis-engaged'

"I have never met a de-motivated pupil!"



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Your notes and reflections:

Motivation

Motivation is about the desire an individual has to move from one position or state of being, to another.

When looking at what motivates a person we can start by looking at those things that DRIVE (give power) to the willingness to move from "state A" to "state B"

What 'motivates' you to do something...???



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More about 'them'...

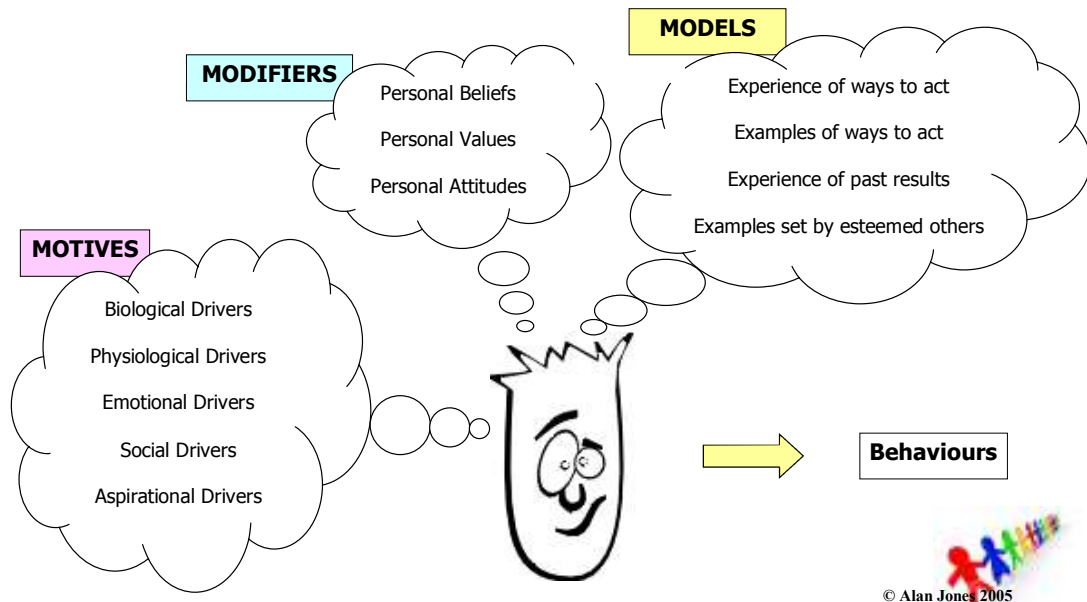
- Motives
- Motivations
- Models



"Vicky Pollard", © Little Britain : BBC TV

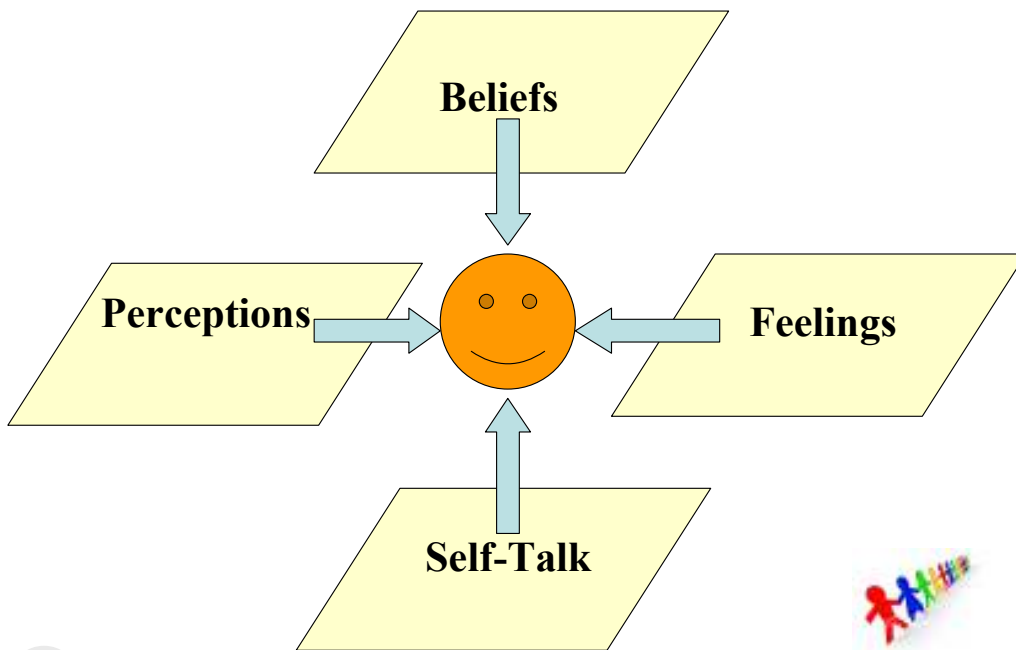
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Motivation



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Your notes and reflections:



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Motivation Measures...

- General Motivation – approach to learning task
- Internal Motivation – attitudes to self-directed goals
- External Motivation – what extent ‘driven’ by others
- Internal Causality – Reasons, ownership of success
- External Causality – Excuses, dis-ownership of outcomes
- Interest/Value – ‘intrinsic’ value of learning
- Competence – perception of self-efficacy
- Confidence – active participation in learning

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MOTIVATION



Work ethic
Organisation
Time Management



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INTERNAL MOTIVATION



Driven by...
own feelings
desire to achieve
personal goals

Driven by...
rewards
sanctions
need for approval



EXTERNAL MOTIVATION



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INTERNAL CAUSALITY



Achievements due to
Own efforts
Personal abilities
Ownership
Responsibility

Achievements due to
Action of others
Luck / Fate
Dis-Ownership
Blame



EXTERNAL CAUSALITY



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INTEREST - VALUE

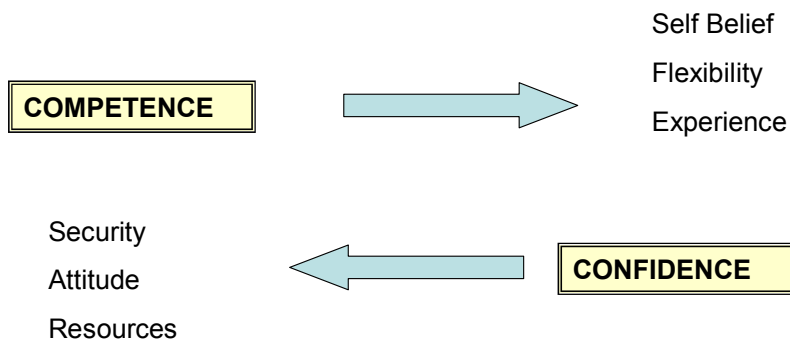


The learning experience
Relevant
Valuable
Useful



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You must dare to fail if you are to dare to succeed

See 'failure' as a way of discovering what doesn't work and use that knowledge as a resource

We have an inner mental barrier that stops us from succeeding

Think of Roger Bannister or Cliff Young

Be 'yes encouraging' and not 'no-fixated'

Reinforce positives more than correcting mistakes

Preserve the element of fun

Best results are built on a foundation of enjoyment

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Learning – The Coaching/NLP Angle

- WIFFM
- SMARTER
- EN-VISION
- RE-VISION
- INSPIRE
- INVOCATION
- EVOCATION
- COLLABORATION

Specific programmes

Smarter Not Harder (UFA)

D2A (Cornwall AST's)

GISA (Cornwall LEA)

Investors in Excellence

Go!

Mind Works (QCS)

Equalise (QCS)



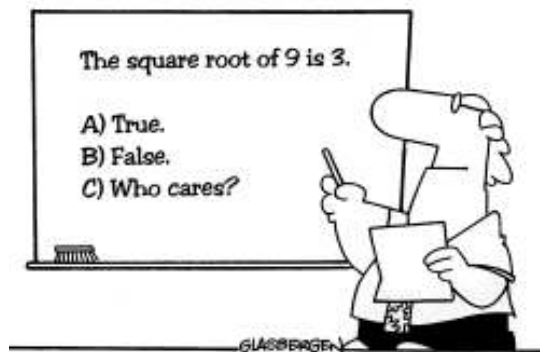
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Your notes and reflections:

The “System”

- The Learner
- The Lead Learner
- The Environment
- The Material

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Many students actually look forward to Mr. Atwadder's math tests.

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Your notes and reflections:

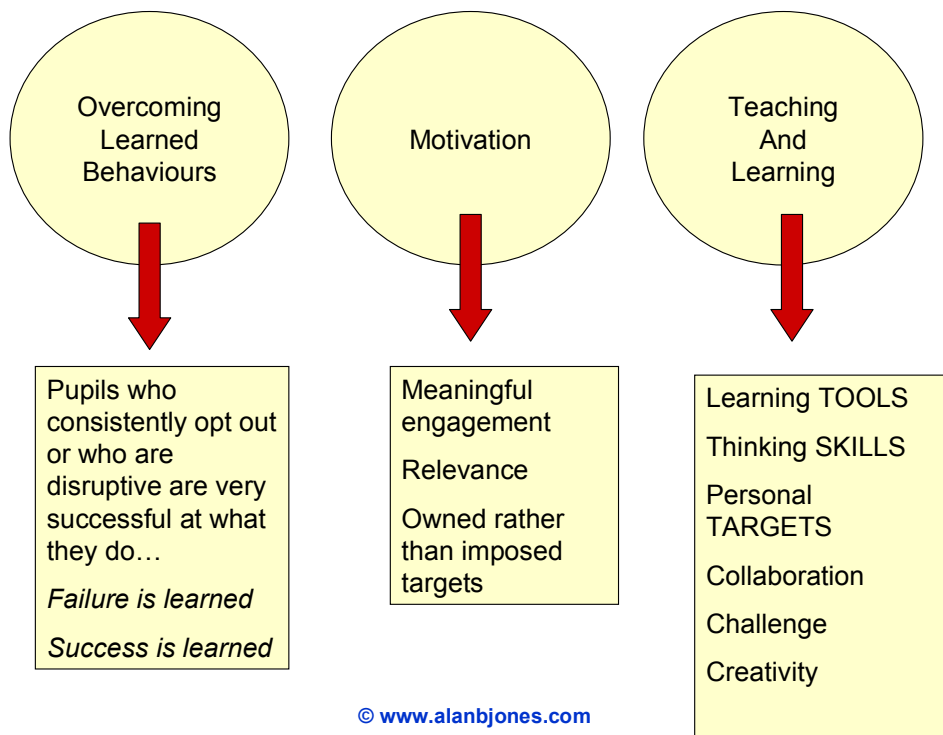
Learning – “Learner Reported Blocks”

- Tedium – “It’s boring”
- Isolation – “Why can’t I work with...”
- Rote-Learning – “Remembering stuff...”
- Elitism – “I’m not that clever...”
- De-Personalisation – “It’s all about sets, SATS and tests...”

Attitude & Achievement of the Disengaged Pupil in Mathematics Classrooms – Nardi & Stewart 2004



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Learning – Rules of Re-engagement

- the nature of classroom activities
- the notion of 'fun'
- teaching styles
- role of the teacher
- role of stratification structures such as setting

Attitude & Achievement of the Disengaged Pupil in Mathematics Classrooms – Nardi & Stewart 2004



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Motivational Activities

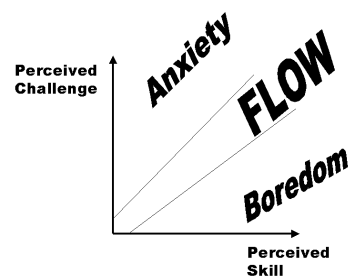
Expectancy Theory

Expectancy – Perception of Success

Instrumentality – Connecting Success to Reward

Valence – Value of Goal

Flow Model



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Learning – The Transitions

CROSS-PHASE – Move between **Institutions**

INSTITUTIONAL – Move between **Years**

PERSONAL – Change of learner **Identity**

“The Year 7 settling-in”

“The mid Year 7 drop off”

“The Year 8 Dip”

“The Year 9 I’m dropping this subject so why should I bother”

“The Year 10 re-commitment”

The Year 11 – Sod it... It’s too late now !



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Your notes and reflections:

Re-engagement

- Provide **EXTRINSIC** motivators to reward and encourage.
- Defer to '**SIGNIFICANT ADULTS**'
- Encourage **INTRINSIC** motivation through exciting/challenging work
- Concentrate on **SELF-EFFICACY** rather than self-esteem
- Provide **CONTENT** and **CONTEXT** to the learning
- Be aware of **PROCESS**
- Create a **SOCIAL** climate for learning through collaboration
- Make assessment **TRANSPARENT**
- Involve learner in **ASSESSING OWN LEARNING**



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Learning – What do 'we' want?

- Engagement
- Sharing
- Enjoyment
- Challenge
- Discomfort
- Provocation
- Relevance
- Application
- Effectiveness



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Seven Action Imperatives to implement learning organisations...

Create continuous learning opportunities

Promote inquiry and dialogue

Encourage collaboration and team learning

Create systems to capture and share learning

Empower people toward collective vision

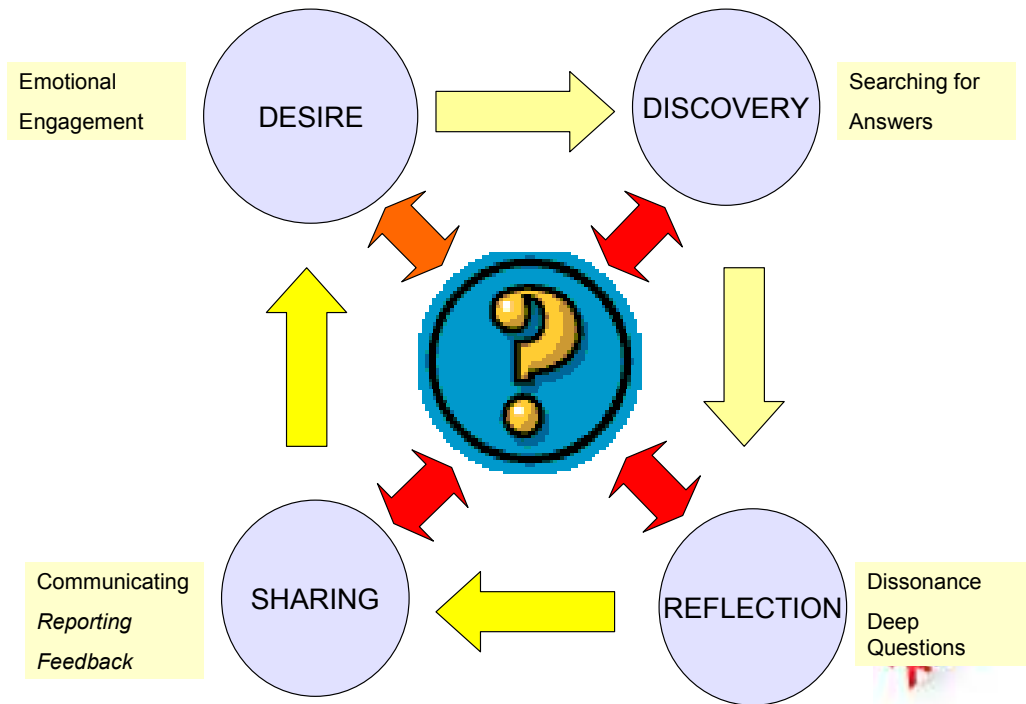
Connect the organisation to its environment

Provide strategic leadership for learning

Marsick & Watkins' (1999)

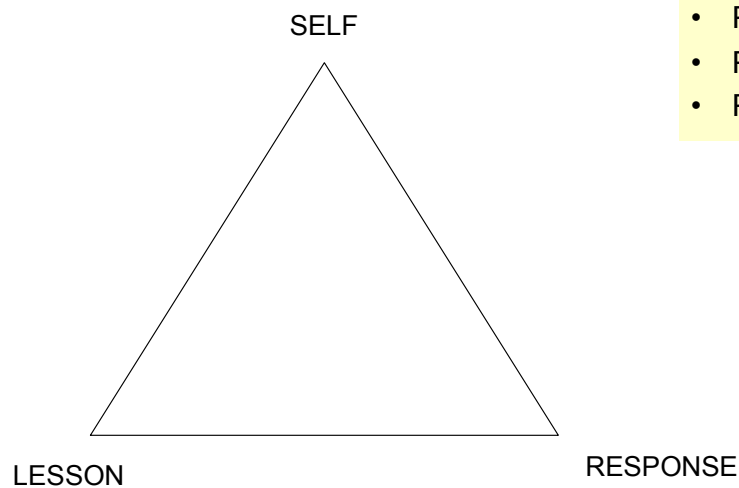
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Motivating Learning



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Lesson Preparation



- Prepare Lesson
- Prepare Response
- Prepare Yourself



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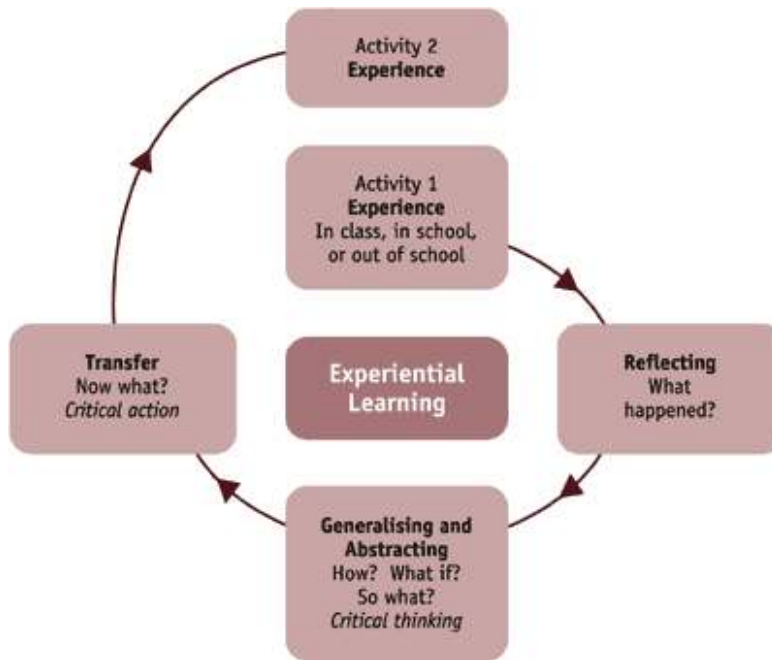
Lesson Delivery

RITUALS...
ROLES...
RECREATIONS...

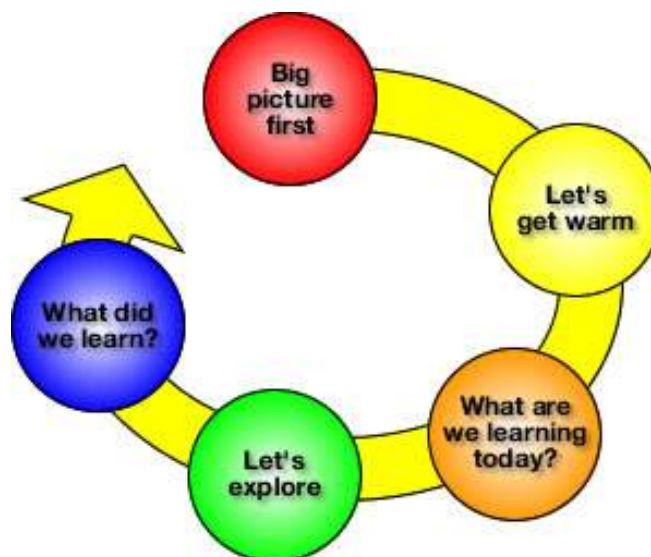
- WALT
- WILF
- TIB
- WIIIND
- WIIFM



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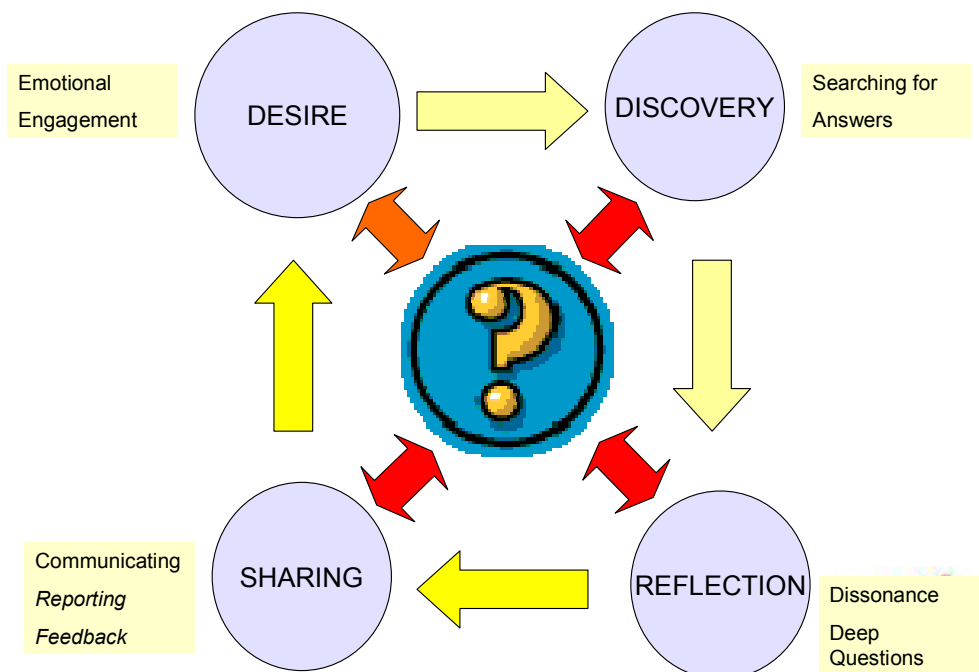
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A Route to Learning...

- DESIRE
- QUESTIONS
- DISCOVERY
- REFLECTION
- SHARING
- MORE QUESTIONS



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MOTIVATING

- Contextualisation **RELEVANCE**
- Modelling Outcome **ATTAINABILITY**
- AFL **FEEDBACK**
- Scaffolding **TOOLS**

The learners **PERCEPTION** of the **relevance and attainability** of the learning task will **drive their level of engagement**.

The learners **RESPONSE** to **feedback** and **ACCESS** to clearly defined **learning tools** will **drive their level of performance**.

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FUN!

- Learning is NOT always fun
- FUN (enjoyment) is the INITIAL HOOK
- CURIOSITY MOTIVATES LEARNING!
- C.C.E. SUPPORTS EXPLORATION

Confidence : Competence : Emotional Resilience
elsewhere defined as
SELF-ESTEEM



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A Learners Tool Kit?

- Active Listening – Questioning Skills
- Note Taking
- Sorting and Sequencing Tools
- Thinking Tools
- Memory Tips and Tricks
- Re-Presenting Ideas
- Time Management/Organisation
- Target Setting – Ownership and Review

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Some Thoughts

CONNECTING the LEARNING

- Providing a (real world) context
- Giving learning value in and of itself

PROVIDING TOOLS

- RECORDING
- EXPLORING
- THINKING
- SORTING



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MOTIVATION FACTORS AND STRATEGIES, BY TIME PERIOD BEGINNING, DURING, AND ENDING

BEGINNING: When learner enters and starts learning

MOTIVATIONAL FACTORS

ATTITUDES: Toward the environment, teacher, subject matter, and self

NEEDS: The basic need within the learner at the time of learning

MOTIVATIONAL STRATEGIES

Make the conditions that surround the subject positive.

Positively confront the possibly erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.

Reduce or remove components of the learning environment that lead to failure or fear.

Plan activities to allow learners to meet esteem needs.

DURING: When learner is involved in the body or main content of the learning process.

MOTIVATIONAL FACTORS

STIMULATION: The stimulation processes affecting learner during the learning experience.

AFFECT: The emotional experience of the learner while learning.

MOTIVATIONAL STRATEGIES

Change style and content of the learning activity.

Make learner reaction and involvement essential parts of the learning process that is, problem solving, role playing, stimulation.

Use learner concerns to organize content and to develop themes and teaching procedures.

Use a group cooperation goal to maximize learner involvement and sharing.

ENDING: When learner is completing the learning process.

MOTIVATIONAL FACTORS

COMPETENCE: The competence value for the learner that is a result of the learning behaviours.

REINFORCEMENT: The reinforcement value attached to the learning experience, for the learner.

MOTIVATIONAL STRATEGIES

Provide consistent feedback regarding mastery of learning.

Acknowledge and affirm the learners' responsibility in completing the learning task.

When learning has natural consequences, allow them to be congruently evident.

Provide artificial reinforcement when it contributes to successful learning, and provide closure with a positive ending.

GENERAL PRINCIPLES OF MOTIVATION

by

Matthew Weller, Los Angeles Business Journal, March 14, 2005

Basic principles of motivation exist that are applicable to learning in any situation.

The environment can be used to focus the student's attention on what needs to be learned.

Teachers who create warm and accepting yet business-like atmospheres will promote persistent effort and favourable attitudes toward learning. This strategy will be successful in children and in adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

Incentives motivate learning.

Incentives include privileges and receiving praise from the instructor. The instructor determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.

Some individuals -- particularly children of certain ages and some adults -- have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

Learning is most effective when an individual is ready to learn, that is, when one wants to know something.

Sometimes the student's readiness to learn comes with time, and the instructor's role is to encourage its development. If a desired change in behaviour is urgent, the instructor may need to supervise directly to ensure that the desired behaviour occurs. If a student is not *ready to learn*, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

Motivation is enhanced by the way in which the instructional material is organized.

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

None of the techniques will produce sustained motivation unless the goals are realistic for the learner. The basic learning principle involved is that *success is more predictably motivating than is failure*. Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult (little likelihood of success) or easy (high probability of success). For goals of high value there is fewer tendencies to choose more difficult conditions. Having learners assist in defining goals increases the probability that they will understand them and want to reach them. However, students sometimes have unrealistic notions about what they can accomplish. Possibly they do not understand the precision with which a skill must be carried out or have the depth of knowledge to master some material. To identify realistic goals, instructors must be skilled in assessing a student's readiness or a student's progress toward goals.

Because learning requires changed in beliefs and behaviour, it normally produces a mild level of anxiety.

This is useful in motivating the individual. However, severe anxiety is incapacitating. A high degree of stress is inherent in some educational situations. If anxiety is severe, the individual's perception of what is going on around him or her is limited. Instructors must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by setting ambiguous or unrealistically high goals for them.

It is important to help each student set goals and to provide informative feedback regarding progress toward the goals.

Setting a goal demonstrates an intention to achieve and activates learning from one day to the next. It also directs the student's activities toward the goal and offers an opportunity to experience success.

Both affiliation and approval are strong motivators.

People seek others with whom to compare their abilities, opinions, and emotions. Affiliation can also result in direct anxiety reduction by the social acceptance and the mere presence of others. However, these motivators can also lead to conformity, competition, and other behaviours that may seem as negative.

Many behaviours result from a combination of motives.

It is recognized that no grand theory of motivation exists. However, motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational dynamic for maximum effectiveness. The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously.

Finally, it should be said that an enormous gap exists between knowing that learning must be motivated and identifying the specific motivational components of any particular act. Instructors must focus on learning patterns of motivation for an individual or group, with the realization that errors will be common

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