Chapter 1: Introduction

Introduction

Transcript:

Value is the “I want” part of motivation and plays an important role in the worth a student attaches to tasks and content areas at school (Klauda, Tonks & Wigfield, 2009).

Module Orientation

Transcript:

This module is part of a series on student motivation.

In this module you will receive an overview of what value is and how it impacts motivation. You will then learn some basic strategies for diagnosing and enhancing students’ value for the content. You will learn how to help students want to achieve.

There are two other modules in this series. The module “Helping Students Believe They Can Achieve” explores expectancy, or a student’s belief in her abilities.
The module “Student Motivation Theory: I Can and I Want” provides important background regarding the expectancy-value theory and how it impacts student motivation. If you haven’t visited the motivation theory module yet, it’s a good idea to do so before continuing in this one.

**Elements of Expectancy**

Factors that affect value are: the teacher-student relationship, student engagement, and perceived benefit (Wright, 2011).

Teacher-student relationships refer to the rapport and level of authentic caring the student and teacher have for one another.

Student engagement is how students interact with academic tasks.

A student’s perceived benefit refers to how useful, important, or relevant a student views a task or content area (Skinner, Pappas, & Davis, 2005).

You will have the opportunity to explore each of these elements in greater depth in just a few moments. You will now explore each element of value. You will learn more about each element, what to look for, and specific strategies to apply.

**Chapter 2: Teacher-Student Relationship**

**What Is It?**
Many factors influence the teacher-student relationship. Our definition of a positive teacher-student relationship is one that is built on mutual respect and caring between the teacher and student (Wright, 2011).

This relationship can play a huge role in student motivation. According to author Jim Wright, “positive teacher attention can be a very powerful motivator for students.”

In other words, students will be more motivated if they feel that their teacher genuinely cares about them. Alternatively, if students feel that their teacher does not like or know them, they will be less motivated (Skinner & Belmont, 1993).
**Teacher-Student Relationship Tabs**

**Behaviors to Look For**

Possible indicators that Teacher-Student Relationship is the cause of low motivation:
- Student avoids opportunities to talk to the teacher.
- Sarcasm, defiance, or misbehavior.
- Teacher notices that most interactions with the student are negative in nature.

**Questions for Students**

Questions teachers can use to probe deeper:
- Tell me how you feel about being a student in my class.
- Do you feel like I respect you?
- Is there anything I do that bothers you?
- Do you feel like most of our interactions are positive?
- Do you feel valued in our class?

**Strategies**

Strategies to implement:
- Brief and positive non-academic conversations about their interests.
- Student/Teacher journal to share student successes and interests.
- Help student identify classroom leadership/assistance opportunities.
- Student interest survey.

**Transcript:**

Click on each tab to learn student behaviors that might indicate the need to develop a more positive teacher-student relationship. You will also learn about questions to ask in order to learn more as well as strategies and interventions to try.
In order to better diagnose your relationship with a student, it's essential to talk to him. Consider setting aside time before or after school or during lunch to have this conversation. This will show the student that you care enough to spend time with him, and value his input. If you have this conversation publicly, you may hinder the growth of the relationship with the student. Another way to promote a positive relationship is to work with the student to identify ways that he could provide assistance or take on leadership roles in the classroom. This would let the student know that you “notice” him and his abilities. A student who is particularly organized and enjoys sorting materials could help you organize the papers to pass out each day. This will provide opportunities for conversation and positive interactions as well.

Working with students to establish and develop a positive teacher-student relationship has huge potential to increase motivation (Skinner & Belmont, 1993). By taking the time to get to know students, you send a message that you are invested in them as people, as well as in helping them learn. As a result, they will be more invested in your class.
Chapter 3: Student Engagement

What Is It?

Transcript:

Student engagement refers to how students interact with academic activities in the classroom. Students are “engaged” with activities that are interesting to them and hold their attention (Quate and McDermott, 2009).

Student Engagement Tabs

Possible indicators that Student Engagement is the cause of low motivation:

- Student possesses academic skills, but does not complete assignments.
- Easily distracted by non-academic events in the classroom.
- Frequently off-task.
Transcript:

Click on each tab to learn student behaviors that might indicate a struggle with student engagement. You will also learn about questions to ask in order to learn more as well as strategies and interventions to try.

Conclusion

Can do the work, but doesn't want to due to lack of interest
Transcript:

It's important to note that off-task behavior could be associated with other struggles, like low ability or self-efficacy. If a student's main motivational struggle is disengagement, it usually means that he or she can do the work, but does not want to due to lack of interest.

Student motivation will increase when students are interested in what they are learning. Students are more likely to be engaged in a lesson when it is interesting to them, or the teacher has made it interesting for them. This can be a challenge, but it will lead to academic gains.

Chapter 4: Perceived Benefit

What Is It?
Transcript:

Perceived benefit has a strong connection to another element of motivation: perceived required effort. They are both similar because they assume that a student has the skills required to successfully complete a task. They are also strongly related to a student’s beliefs surrounding the task - hence the word “perceived”.

Here’s the difference: students struggling with perceived required effort believe that the amount of work needed to complete the task is too great. For them, the major hurdle is the up-front amount of work. Alternatively, a student who struggles with perceived benefit believes that the value of completing a task or learning the content is too low to justify the effort. For them, the hurdle has to do with the end product or result of an assignment.

This element plays a major role in a student’s motivation. If a student does not see the value or if a teacher does not help a student to see the value, the student is less motivated to learn.
**Perceived Benefit Tabs**

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<tr>
<th>Behaviors to Look For</th>
<th>Questions for Students</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Possible indicators that Perceived Benefit is the cause of low motivation:</td>
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<tr>
<td>• Lower grades as compared to other tasks or content areas.</td>
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<td>• Incomplete or lower quality work as compared to other tasks or content areas.</td>
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<td>• Apathetic attitude during...</td>
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<tr>
<td>Questions teachers can use to probe deeper:</td>
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<tr>
<td>• Do you think [task/content area] is useful? Why or why not?</td>
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<td>• What are some things you think are important to learn about?</td>
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<tr>
<td>• Tell me about why you think your grades are lower in...</td>
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<tr>
<td>• You seem uninvolved during [task/content area]. Tell me why.</td>
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<td>Strategies to implement:</td>
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<tr>
<td>• Use positive and specific praise when the student completes a task.</td>
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<td>• Reference ‘real life’ situations in which [task/content area] could be applied.</td>
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<tr>
<td>• Create real world opportunities to apply the [task/content knowledge].</td>
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**Transcript:**

Click on each tab to learn student behaviors that might indicate a struggle with perceived benefit. You will also learn about questions to ask in order to learn more as well as strategies and interventions to try.
Conclusion

Transcript:

Think about how you would feel completing a task if the benefit just didn’t seem “worth it.” Would you still do it? Even if you did, you probably wouldn’t feel all that motivated.

Let’s recap what we’ve learned in this section.

A student with low perceived benefit for a task has the ability to do it, but doesn’t see the value or “point” in doing so. Certain behaviors are associated with low perceived benefit, and if a teacher observes them he or she can ask the student questions to probe deeper into what they’re thinking and believing. Finally, the teacher
can take intentional actions to bolster a student’s perceived benefit for learning.
Keep all of these things in mind as you help students who struggle with this aspect of motivation.

Module Closing
Transcript:

Remember that these strategies are not meant to be instantaneous “cures” for low motivation. It may take time and persistence in order for the strategies you use to result in motivational growth. Stick with it. Depending on the ages of your students, it may be helpful to ask for their perspectives on what they think would help them bring value to a content area or task.

When you are working to identify a student’s struggle with motivation, keep in mind that a student may struggle with one, two, or all three elements of value. As teachers, we can help students attach value to tasks, content areas, and school in general. Doing so helps ensure learning is a pleasurable and worthwhile experience.