Module Summary

In this module, teachers will:
- Explore the expectancy-value theory, and how it affects student motivation
- Explain how a student’s mindset impacts his or her motivation.
- Identify characteristics of a student struggling with expectancy and/or value.

Module activities:
Teachers will explore motivation theory and elements that affect motivation. They will become familiar with expectancy and value. Teachers will engage in a practice scenario in which they identify the area of motivation a student is struggling with.

*This module is part of a series that includes “Helping Students Want to Achieve” and “Helping Students Believe They Can Achieve”.

Key Takeaways

Essential knowledge:
Each student’s motivation is influenced by a lifetime of experiences both in and outside of the classroom. When teachers know how to identify a student’s struggle with expectancy and/or value, they are on the right track for increasing motivation.

Essential skill:
When teachers know which behaviors to look for and strategies to apply, they will be able to work with students to increase motivation. Teachers will learn how to diagnose a struggle with motivation by: listing behaviors associated with motivation, brainstorming questions to ask the student, and recording key learnings from a conversation with the student. Once the teacher completes these steps, he or she will use a quadrant to identify if the student’s struggle is with expectancy, value, or both. Once a teacher has identified this struggle, he or she can access the corresponding modules on expectancy and/or value to learn how to address specific elements of each.

Essential mindset:
The teacher needs to believe that building student motivation is part of his or her job. Teachers need to be willing to invest the time, effort, and patience in order to identify the aspect of motivation with which a student is struggling, and offer him or her support.

The Skill in Action

When a teacher is working to increase student motivation, he or she should be able to:
- Describe the expectancy-value theory of motivation.
- Describe behaviors associated with expectancy and value.
- Identify and apply strategies to increase expectancy, value, or both.

The teacher must be able to recognize if a student’s struggle is with expectancy, value, or both. The teacher should also be able to support these assertions with evidence such as observations, student work, or conversations with the student. The teacher should create questions to ask the student that will dig deeper into the student’s potential struggles.

If a teacher struggles with creating these questions or having a conversation with a student, consider guiding him or her in the process. Work with the teacher to identify behaviors that indicate a struggle with motivation. Consider observing the student yourself. Then work with the teacher to create open-ended questions to ask the student.
student that will allow him or her to reflect on his or her feelings and thoughts. It’s important to note that poorly-developed or delivered questions could potentially harm the teacher-student relationship. Sit in on the conversation with the teacher and student, and record your own notes to compare with the teacher’s later on. This conversation should be non-threatening and informal in nature.

### Questions for Discussion

The following is a list of suggested questions for engaging in a reflective dialogue with the teacher, either before or after he or she attempts to implement the skill.

- How do you believe the knowledge and skills highlighted in this module will benefit your growth as a teacher?
- What are your key takeaways from the module?
- Why is it important to identify and address a student’s struggle with motivation?
- What are key behaviors that might indicate a struggle with expectancy, value, or both?
- How can I support you in working to begin building motivation for a student or students?

### Coaching Moves

**Situation:**

After going through the module, a teacher still blames students for their seemingly low motivation.

**Ask:**

- What student behaviors have you noticed that communicate a lack of motivation?
- How do you think these behaviors relate to expectancy, value, or both?

**Suggest:**

- Use the expectancy-value quadrant to collaboratively categorize students’ struggles with motivation.
- Together, identify which corresponding motivation module the teacher should complete first.

### Standards

**InTASC: 3(i):** The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.