

Unit 9: Motivation 2

EDUC 525 – Challenges in Urban Education: Learning

Spring 2019

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Agenda

Gap analysis paper

Interest and emotions

Application activity

Application to gap analysis project

For Next Week

Gap Analysis Section Drafts

Due: 3/26

Sections that may be turned in:

- Stakeholder of Focus
- Assumed Knowledge Causes and Solutions

Sources of Support for Upcoming Sections

Sources of support for your Gap Analysis:

- Your primary support is content from the course
 - Voicethread slides (principles)
 - Clark and Estes (2008) – Chapter 5, Figure 5.2
 - Rueda (2011) – Chapter 4
 - Pintrich (2003) – Table 2
 - Other course readings (including Ambrose et al.)
- Outside sources are acceptable, but optional and must be tied to specific solution principles.



Interest

Interest: Individual and Situational

	Individual Interest	Situation Interest
Development	Develops slowly; relatively long-lasting	Triggered by environmental factors; may or may not continue beyond the short-term
Role and Influence	Provides personal relevance, meaning Individual interest may facilitate endurance during boring situations	Situational factors may lead to interest, when one has no individual interest
Relationship to Intrinsic Motivation	Individual interest can lead to intrinsic motivation	Situational interest can lead to individual interest, which can lead to intrinsic motivation

Impact of Interest on Learning and Motivation

Increases motivation, engagement and persistence

Predicts self-regulation

Predicts depth of information processing and learning outcomes

Learning and Motivation Principle

Activating and building upon personal interest can increase learning and motivation.

- Designer metacognitive check: Have I made this task interesting?
- Learner self-reflection: Was this task interesting?

Implementation Strategies

1. Incorporate real-life, original source materials that are vivid, varied or novel, and create surprise or disequilibrium .
2. Model enthusiasm or interest.
3. Provide choices in order to build upon personal interests and prior knowledge.
4. Integrate personal interests or common interest.
5. Be explicit about value and relevance of the learning task for the learner.
6. Activate personal interest through opportunities for choice and control.
7. Use learner-friendly training materials (clear, coherent, complete).
8. Encourage active learning by learners making predictions, solving problems.

Emotions

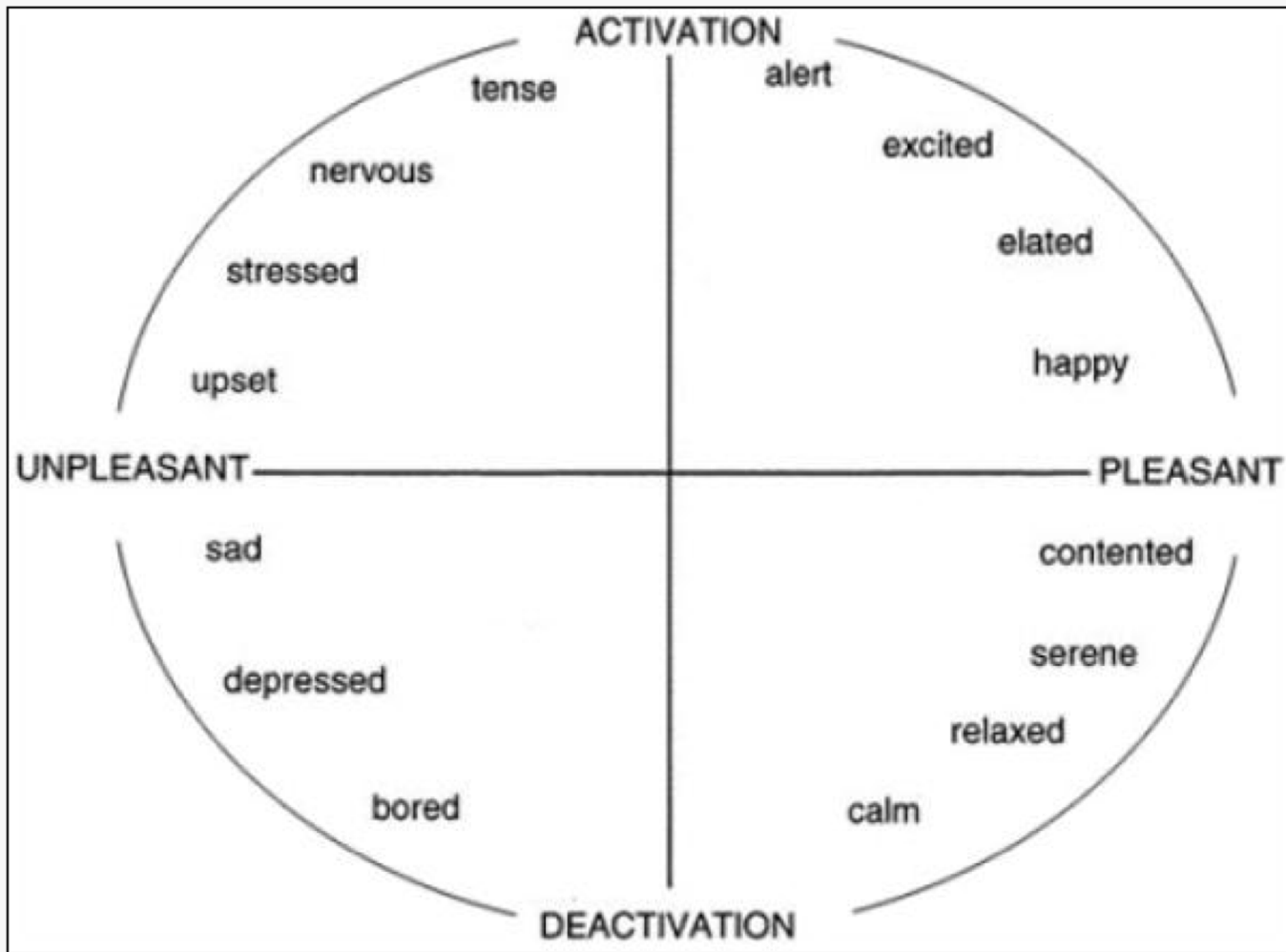
Definitions

Mood

Affect

Emotions

Circumplex Model of Affect



Epistemic Emotions

Epistemic emotions are emotions that are caused by cognitive qualities of the task and the processing of that information.

Examples:

- Positive: surprise, curiosity
- Negative: confusion, frustration

Taxonomy of Achievement Emotions (Pekrun et al., 2002)

Object focus	Positive		Negative	
	Activating	Deactivating	Activating	Deactivating
Activity (Learning)	Enjoyment	Relaxation	Anger	Boredom Frustration
Outcome (Success/Failure)	Joy Hope Pride Gratitude	Contentment Relief	Anxiety Shame Anger	Sadness Disappointment Hopelessness

Anxiety

Negative, activating emotion

Impairs performance on complex tasks

Involves task-irrelevant thinking which reduces task-related working memory resources

Reduces interest and intrinsic motivation but moderate anxiety can motivate individuals to invest extra mental effort

Positive emotions – always good?
Negative emotions – always bad?

Positive deactivating emotions (relief, relaxation) have ambiguous effects on learning

Negative activating emotions (anxiety, anger) can enhance performance in specific cases by strengthening information processing, although their average affects are negative.

Motivational Principle - Emotions

1. Enhancing positive emotions, including epistemic emotions, and reducing negative emotions enhances learning and motivation.

Application Activity

Choose one of the following problems of practice that impact historically marginalized groups.

- a. Enrollment and retention of first-generation college students.
- b. Increasing parental involvement in K-12 schools.
- c. Increasing the number of mental health professionals working in urban community clinics.
- d. Increasing math proficiency in K-12 education.

1. Analyze the problem from one stakeholder perspective.
2. Recommend 3-4 solutions that are aligned with at least two of the following:
 - a. Attribution Theory
 - b. Goal Orientation Theory
 - c. Interest research
 - d. Emotions research

Motivational Principles - Attributions

1. Success or failures attributed to effort are generally more adaptive and lead to more positive expectancies for success.
2. Accurate feedback that identifies the skills or knowledge the learner lacks, along with communication that skills and knowledge can be learned, followed with the teaching of these skills and knowledge, promotes accurate, valid, and adaptive attributions.
3. Provide feedback that stresses the process of learning, including the important of effort, strategies, and potential self-control of learning.

Motivational Principles – Goal Orientation

1. Focusing on mastery, individual improvement, learning, and progress promotes positive motivation.
2. Recognizing the role of effort in successful performance and helping students see mistakes as opportunities for learning promotes mastery orientation.
3. Making evaluation private, not public, decreases performance orientation and promotes a mastery orientation.
4. Focusing on the meaningful aspects of learning activities promotes mastery orientation.
5. Designing learning tasks that are novel, varied, diverse, interesting, and reasonably challenging promotes mastery orientation.

Application to Gap Analysis Paper

How might goals or the principles of goal orientation or attributions be applied to your gap analysis paper, particularly the identification of assumed KMO influences on your stakeholder group?

For Next Week

Draft of selected sections of Gap Analysis Paper due

- Sections due: Stakeholder of Focus and entire Knowledge section
- Peer exchange in class (bring hard copy OR electronic copy)

Motivation Workshop

- Bring laptops to class next week
- Review motivation worksheet (blank and worked example) on BB
- We will complete ALL parts in class next week