

Motivation and Rejuvenation with Rigor + Care for Teaching Excellence

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Reflection Questions

1. What motivated you as a student?

2. What did you originally believe would motivate your students for learning?

My Story & Motivations

- Identify as Multi-Racial/Ethnic; Raised in the SF Bay Area
- Family Modeled a Strong Value for Education
- Attended predominantly white and private schools through high school ***
- **UC Davis** student-athlete; initial biotech major; B.S. in Human Development ***
- Taught HS science in Irvine (CA) and Las Vegas (NV)
- Research Interests: **Developmental Motivation & Motivated Conceptual Change**

Reflection Questions

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Motivation in Education: The Basics

- Motivation is the process whereby goal-directed **activities** are instigated and sustained.
 - “To Move”
- Characterized by choice in tasks, effort, persistence, and achievement
- Changes across time; Informed by contexts and experiences



Some Common Misconceptions about Motivation



**All Rewards
(Including Praise)
are Good**



All Performance and
Extrinsic Goals are
Bad



Interest and
Motivation are the
Same



**Motivating
Students has to be
an Overt Practice**



**Motivation is the
Same for Everyone**

The Value of Developmental Theories and Understanding Context

“Unmotivated” Tiffany

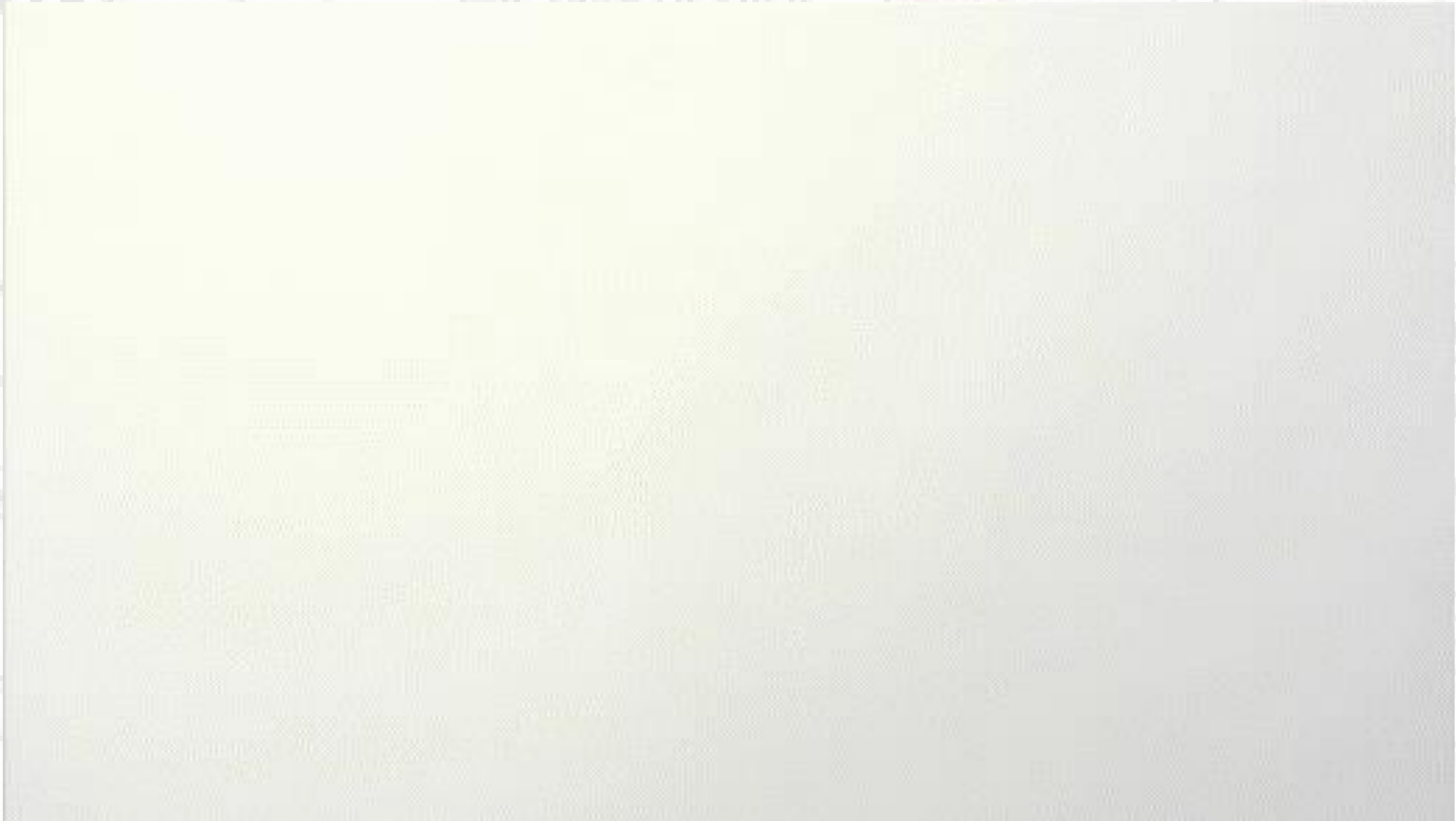


- High school student of color.
- Left school mid-day to watch Oprah; missing 3 class periods.
- Would return to my end-of-day Earth Science class.
- Believed my class was not “motivating.”

STEM Teacher Biases

- Regardless of teachers’ gender, STEM educators primarily spoke exclusively to male students.
- Educators made aware by this, vowed to improve their behaviors/practices of equity and inclusion.

Video: Effectiveness of rewards?



Mastery – Autonomy – Purpose

- When did rewards work? When did rewards stop working?
- Prominent Achievement Motivation Theories:
 - Achievement Goal Theory
 - [Subjective] Expectancy-Value Theory
 - Self-Determination Theory

Achievement Goal Theory

- **Mastery** – strivings to gain knowledge.
 - Practices that promote mastery. ***
- Performance - strivings to demonstrate knowledge [often in comparison to others].
 - Competition
- In collectivist contexts and cultures, group/social successes are associated with mastery goals (Wang, King, & Rao, 2019).

Expectancy-Value Theory

Utility – Useful/**Purposeful**

Attainment - Importance

Intrinsic - Interesting

Cost

Efficacious Expectations

Outcome Expectations

- Gender differences in [STEM] course choices (Jansen et al., 2021); differences in task-value by ethnicity (Andersen & Ward, 2014).

Self-Determination Theory

“[Black and minority female college students] predominantly discussed situations in which they felt unable to behave in ways that were concordant with their true sense of self, due to factors including course material that did not address diverse cultural issues and negative stereotypes held by students and staff,” (Bunce & King, 2019). ***

Autonomy

Relatedness /
Belongingness

Competence

Beyond Motivating Content: Assessments (Rigor + Care)

- Redos/make-ups/late submissions
- Partial credits/extra credits
- Item analyses
- Equivalent exams
- Curved grades / Dropping lowest score
- Quizzes* vs exams
- Discussion/participation points
- Group or self-scoring



Activity

Reflection/Discussion

- What do you want for your students? What experiences do you want students to have?
- How much competition should your course have?
- Can assessments be used in motivating ways?
 - And simultaneously minimize misconduct.

Reflection/Discussion (continued)

- Use of timing and course schedule in motivating and rejuvenating ways (i.e. breaks, discussions/activities).
- Motivational strategies for in-person/hybrid/online courses.
 - Building in SRL. Setting tone of course from the beginning.
- Promoting: Mastery, Values, Purpose, Autonomy/Relatedness

Recommendations

1

Diversify Motivational Strategies

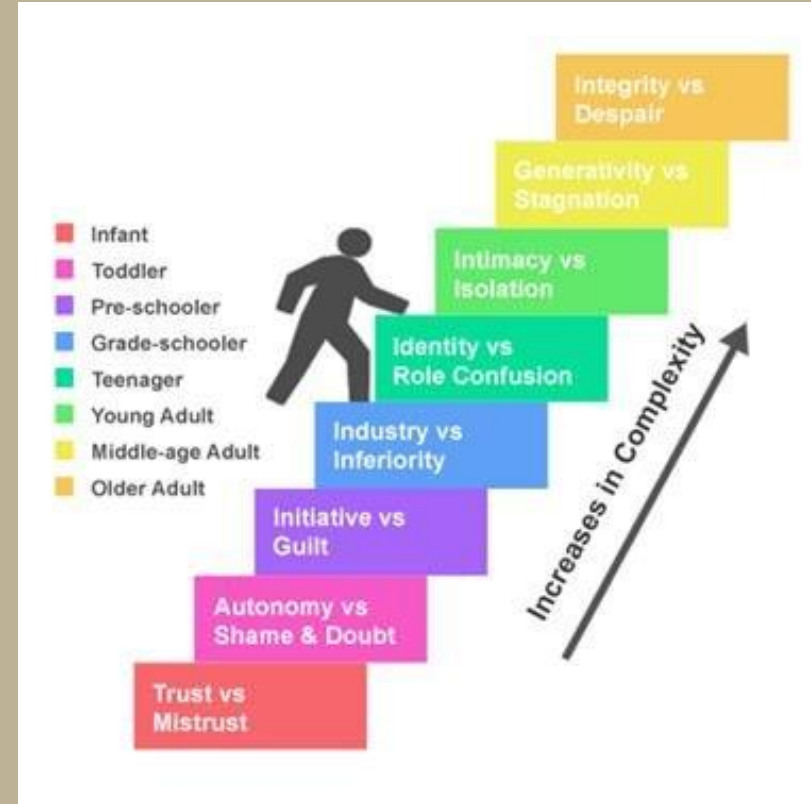
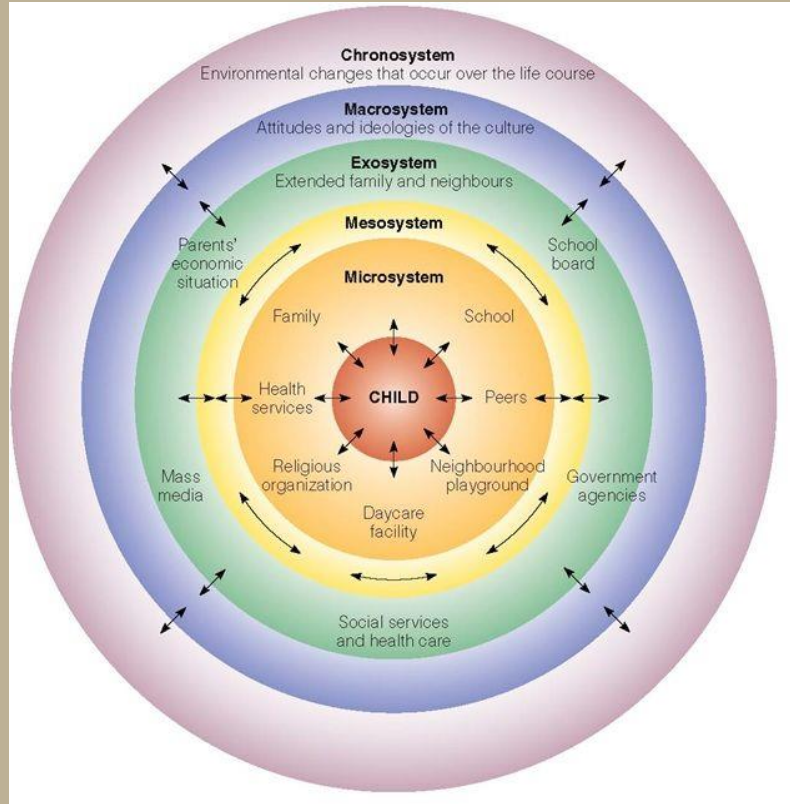
- Promote Opportunities for Mastery, Autonomy, Relatedness, Utility, and Self-Efficacy; and minimize costs.

2

Consider Context and Students' Motivations, Experiences, & **Identities**

3

Be your **Authentic** Self
and Apply Strategies
that **Fit** You, Your
Course, Your Context,
and Your Students.



Recommendations (continued)
Discuss nontraditional students if time allows.

Rejuvenation

For your Students

- Support students' well-being
- Promote **self-regulated learning strategies**
- Provide opportunities for students to be **inspired and engaged** (cognitively, behaviorally, affectively, and socially).

For you!

- Engage in activities that allow you to **decompress**.
- Be mindful and open to **change**.
- **and be inspired.**

A hand is shown placing a red puzzle piece labeled 'ANSWER' into a larger puzzle labeled 'QUESTION'. The puzzle pieces are light blue and white, and the background is a soft, out-of-focus image of a hand holding a pen over a document.

Thank you!