

# TEACHING TECHNIQUES THAT INFLUENCE STUDENT MOTIVATION

Presented by

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**Main Theoretical Viewpoints Regarding Motivation to Learn**

<b>Behaviorist</b>	Extrinsic motivators increase motivation to learn, prepare, and participate
B. F. Skinner	Natural contingencies, such as the success of learning and joy of participating, should motivate learners.
Martens, Bradley, & Eckert	Use of praise can increase student engagement.
Chance	Intrinsic rewards that are a natural consequence of behavior and contingent upon success, as opposed to performance or participation, will motivate.
Eisenberger & Cameron	Rewards linked to task completion and quality of performance will motivate.
<b>Cognitive</b>	We are intrinsically motivated to learn, prepare, and participate.
Jean Piaget	We are all “little scientists,” our natural curiosity motivates us to prepare and participate.
Bandura - Self-efficacy	A learner who doubts her ability to learn (low self-efficacy) will not attempt to prepare and participate.
Alphie Kohn	Extrinsic rewards, in the long run, will hinder the learner’s motivation to prepare and participate.
Deci & Ryan - Self-Determination Theory	Learning is driven by our innate need for competence and self-determination.
Weiner - Attribution Theory	If the learner attributes his overall learning success to external factors beyond his control, then he is less likely to be motivated to prepare and participate.
<b>Contextual</b>	Learners are socially motivated to prepare and participate when they identify with a community in which learning is valued.
Lev Vygotsky	Learners are motivated by their apprentice role, and challenged within their “zone of proximal development.”
Bandura - Social Cognitive Theory	Based on personal experiences and observation of role models, learners form beliefs about the consequences of preparing and participating.
Brown & Campione	Curriculum is partially chosen by the students, and the classroom is comprised of “multiple zones of proximal development.”

<b>INSTRUCTOR RAPPORT BUILDING BEHAVIORS CHECKLIST</b>			
	<b>INSTRUCTOR BEHAVIOR</b>	<b>INSTRUCTOR BEHAVIOR EXAMPLES</b>	<b>I WOULD FIRE ME ON THIS ITEM</b>

1	<b>Exhibits Enthusiasm:</b> Presents her/himself as dynamic, active, and enthusiastic.	Acts physically animated and lively while talking with students, varies intonation and other vocal characteristics, is outgoing and extroverted with students.			
2	<b>Exhibits Altruism:</b> Tries to be of help and assistance to the student in whatever he/she is currently doing	Does things ranging from holding the door for the student, assisting him/her with studies, helping him/her get the needed materials for assignments, to assisting student with other school related tasks. The teacher also gives advice when it is requested.			
3	<b>Exhibits Optimism:</b> Presents self as a positive person so that he/she will be perceived as pleasant to be around.	Acts in a “happy-go-lucky” manner, is cheerful, and looks on the positive side of things. Avoids complaining about things, talking about depressing topics, and being critical of self and others.			
4	<b>Exhibits Sensitivity:</b> Acts in a warm, empathic manner toward students to communicate care and concern.	Shows sympathy to students’ problems and anxieties, spends time working at understanding how students see their life, and accepts what students say as an honest response. Sends the message “I care about you as a person.”			
5	<b>Exhibits Supportiveness:</b> Is supportive of students and their positions by being agreeable and encouraging.	Avoids criticizing the student or saying anything that might hurt the student’s feelings.			
6	<b>Exhibits Trustworthiness:</b> Presents self as trustworthy and reliable.	Emphasizes her/his responsibility, reliability, fairness, dedication, honesty, and sincerity. Maintains consistency among their stated beliefs and behaviors, fulfill any commitments made to the student, and avoid “false fronts” by acting natural at all times.			
7	<b>Exhibits Openness:</b> Discloses personal information about her/his background, interests, and views.	Discloses personal information about her/his insecurities, weaknesses, and fears.			
8	<b>Assumes Equality:</b> Presents self as an equal of the other person.	Avoids appearing superior or snobbish			
9	<b>Promotes Similarity:</b> Tries to make the student feel that the two of them are similar in attitudes, values, interests,	Express views that are similar to the views of the student, agrees with some things the student says, and points out the areas that the two have in common.			

	preferences, and personality.				
10	<b>Exhibits Comfortable Self:</b> Acts comfortable with students in any situation and is comfortable with her/himself.	Is relaxed, at ease, casual, and content. Distractions and disturbances in the environment are ignored. The teacher tries to have a good time with students.			
11	<b>Presents Interesting Self:</b> Presents self as a person who would be interesting to know.	Highlights past accomplishments and positive qualities, emphasizes things that make her/him especially interesting, expresses unique ideas, and demonstrates intelligence and knowledge.			
12	<b>Confirms Self-Concept:</b> Demonstrates respect for students, helps students feel good about how they view themselves.	Treats the students like important people, compliments students, says only positive things about students, and treats things students say as being important information.			
13	<b>Elicits Other's Disclosure:</b> Encourages students to talk by asking questions and reinforcing responses.	Inquires about the students' interests, feelings, opinions, views, and so on. Responds as if these are important and interesting, and continues to ask more questions of students.			
14	<b>Keeps Conversational Rules:</b> Closely follows the culture's rules for how people socialize with others by demonstrating cooperation, friendliness, and politeness.	Works hard at giving relevant answers to questions, acting interested and involved in conversations, and adapting her/his messages to the particular student or situation. Avoids changing the topic too soon, interrupting the student, dominating classroom discussions, and excessive self-references.			
15	<b>Listens:</b> Pays close attention to what the student says, listening very actively.	Focuses attention solely on the student. Demonstrates that he/she is listening by being responsive to the student's ideas, asking for clarification, being open-minded, and remembering things the student says.			
16	<b>Facilitates Enjoyment:</b> Seeks to make the situations in which the two are involved enjoyable.	Does things the students will enjoy, is entertaining, tells jokes and interesting stories, talks about interesting topics, says funny things, and tries to make the classroom conducive to enjoyment and learning.			
17	<b>Exhibits Immediacy:</b> Communication that signals interest and liking.	Makes eye contact, smiles, sits close to students, asks questions, solicits input and gives praise.			

**TEACHER VERBAL & NONVERBAL COMMUNICATION BEHAVIORS**

## THAT ENHANCE INTERACTIONS WITH STUDENTS

VERBAL		VERY OFTEN	OCCASIONALLY	NEVER
1	Uses personal examples or talks about experiences she/he has had outside of class.			
2	Asks questions or encourages students to talk			
3	Gets into discussions based on something a student brings up even when this doesn't seem to be part of his/her lecture plan			
4	Uses humor in class			
5	Addresses students by name			
6	Gets into conversations with individual students before or after class			
7	Refers to class as "our" class or what "we" are doing			
8	Provides feedback on student work through comments on papers, oral discussions, etc.			
9	Asks how students feel about an assignment, due date, or discussion topic			
10	Invites students to telephone or meet with him/her outside of class if they have questions or want to discuss something			
11	Asks questions that solicit student viewpoints or opinions			
12	Praises students' work, actions or comments			
13	Will have discussions about things unrelated to class with individual students or with the class as a whole			
NONVERBAL				
14	Gestures while talking to the class			
15	Looks at the class while talking			
16	Smiles at the class while talking			
17	Moves around the classroom while teaching			
18	Gets out from behind podium or desk			
19	Has a very relaxed body position while talking to the class			
20	Smiles at individual students in the class			
21	Uses a variety of vocal tones and expressions when talking to the class			

*Adapted from: Christophel, D. (1990).*

<b>Student Success Increases Motivation, while Lack of Success serves as a De-Motivator</b>	
1	Instructor provides <b>clear expectations</b> (ie: use of rubrics, sample ideal assignments, study guides, peer and self assessment, etc...)
2	Instructor provides <b>clear explanations</b> (ie: use of visual aids, kinesthetic activities, examples, practice scenarios, etc...)
3	Instructor provides an <b>organized presentation</b> of material (ie: use of outlines, powerpoints, lists of steps in assignments, etc...)
4	Instructor provides <b>regular developmental feedback</b> (ie: verbal and written comments on assignments, student conferences, etc...)
5	Instructor provides <b>regular verbal cuing</b> (ie: “You’ll need to know this for the test,” “This is important because,” etc...)
6	Instructor provides a <b>clear reward structure</b> (ie: students know how points will be awarded)
7	Instructor <b>builds student self-efficacy</b> (ie: helps student to believe they can learn content, helps student overcome anxiety, etc...)
<b>Active Learning and Variety of Presentation Increase Motivation, while Passive Learning and Monotony serve as De-Motivators</b>	
8	Use of <b>Mini-Lecture</b> (approximately 15 - 20 minutes) or <b>Active Lecture</b> (involves discussion and/or movement and activity)
9	Use of <b>Video</b> or other <b>Audio / Visuals</b> or Engaging <b>Case Studies</b>
10	Use of <b>Individual, Partner</b> or <b>Group work</b>
11	Use of <b>Application Activities</b> or <b>Exercises</b> and <b>Review Games</b> which require students to stop and process the lecture information
12	Use of <b>Student Presentation</b> or <b>Role Play</b>
13	Use of <b>Individual Guest Speakers</b> and <b>Expert Panel Discussions</b>
14	Use of <b>In-Class</b> and <b>On-line Discussion</b> (in which all or most students participate - monopolizers de-motivate others)
<b>Relevance, Meaning and Choice</b>	
15	Use of student /instructor / <b>real-life examples</b> , <b>pop-culture</b> tie ins, <b>current events</b> , applications to <b>student career choices</b> , etc...
16	Allow for <b>student choice</b> and <b>personal interest</b> - assignments (research paper vs. service project), reading materials, topics, etc...)

### CLOSING REFLECTION EXERCISE

Apply the main concepts from this presentation. What steps will you take to:

1. **Build rapport** with students?

2. **Increase verbal and nonverbal communications that enhance interaction** with students?
  
3. Enhance **student success**?
  
4. Increase **active learning** and **variety in your presentation** of content?
  
5. Link material to **real life applications**, making it more **meaningful** and **relevant to students**?
  
6. Allow for **student choice** and **personal interest** in choosing material and constructing assignments?

#### **RESOURCE LIST**

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