Describe why some students are willing to engage in mathematical activities in the classroom while others are not motivated to do so.

Identify essential aspects of motivation to learn mathematics at the middle school level

Prior experiences

Social and emotional support at home (parents’ numeracy)

Access to variety of resources at home and in school (cards, games, etc)

Literacy levels

Prior maths experiences

Interest in maths

Success in tasks

Willingness to discuss/risk taking/getting things right/ability to explain

Relationships

Like teacher/Personality clash

Peer support/pressure

In the classroom

How the task is set up (group, individual, use of materials, technology)

Fluency exercises/more creative activity

Real life applications/relevance

Developing interest in topic

School structural issues

Time of the day

Access to facilities (computers, etc)

Explicit teaching

Problem based learning – relevance, purpose

Objective for the lesson, stating and re-stating, making kids more aware of what the purpose is of the lesson

Long and short term goals (individual and as a class, picked by the students, content, personal and behaviour related)

Variety of experiences (Visual, peer tutoring, etc)

Technology

Positive encouraging environment

* making decisions about what is correct

Reward system

Investigations rather than exams (alternative assessment)