Engage & Motivate Students
Using Motivational Strategies

(Blue text is for our reference and does not go into LMS/OLI)
*horizontal lines indicates the content is presented on a new screen/page

Title: Student Engagement & Motivation Strategies using PL^2 Module- Using Extrinsic Motivation Strategies

[include consent language and gating for 18 or older here]

Description:
~~In this module you will practice how to respond to and intervene with students who are showing a lack of engagement and motivation. You will apply research-based strategies to increase student motivation through using intrinsic and extrinsic motivational strategies.~~
Students often lack the motivation needed to stay engaged in their work. Here are some strategies that you can use to motivate students.

Learning Objectives:
Upon completion of this module, you will be able to:

- Recognize intrinsic and extrinsic motivation in students
- Apply strategies by responding to students using intrinsic and extrinsic motivational techniques

Tutor's Experience Level:
How would you describe your tutoring experience and skills?
Beginner tutor- 1 (no experience)
Expert tutor- 5

[Pre-Instruction Scenario:]
Scenario 1
One of your students, Kevin, is really interested in baseball and loves talking about sports. He is not particularly good at learning math. Recently, he worked really hard to achieve his effort goal of completing a set number of math lessons for the week.

[Predict - Open Response, asking them to predict what is the recommended tutor response in this situation]

Image Source: https://pxhere.com/en/photo/515636

1. What exactly would you text to Kevin to increase his motivation to complete his math work and increase engagement by leveraging his love of sports and playing baseball?

[Predict - MCQ]
2. Which of the following strategies below do you think would best support and increase Kevin's motivation to complete his math work and increase engagement by leveraging his love of sports and playing baseball? I would text the student:

a. "Kevin, I know you really love baseball, but you need to make sure you focus on school and get your math assignments done. This is the first time you achieved your effort goal and finished all your assignments. I don't want you to fall behind again."

b. "Kevin, I wish you loved learning math as much as you love sports and playing baseball. Let's try to transfer the dedication you have to baseball to commitment in learning math. This will increase your motivation to learn."

c. "Kevin, I am so glad you met your effort goal and completed your assignments this week. Make sure to focus on school as much as baseball. Let's talk about strategies to help you balance baseball and school. This way you can ensure you are managing both school and baseball effectively."

d. **"Kevin, I am so proud that you persevered through the week completing math lessons. You met your effort goal! As a reward, I promised we could talk about baseball for 10 minutes. Please tell me, how is your season going?"**

[Explain- Open]
3. Why do you think the approach you selected in (2) will best support and increase Kevin's motivation to complete his math work and increase engagement?

[Explain- MCQ)
4. Which of the following statements aligns with the rationale you chose and explained in (2) and (3).

A. When you provide rewards or incentives to students, such as the reward of talking about baseball with Kevin, you are providing external rewards to motivate the student. External rewards or incentives can support engagement and motivate students.
B. When you transfer the work ethic of sports to math you are increasing Kevin's motivation to learn math. You have to explicitly teach Kevin how he can transfer his love of sports to school work.
C. By providing strategies to Kevin on how to manage baseball and school work you are motivating Kevin to work hard. You are providing him the strategies he needs to increase his motivation to learn math by channeling his love of baseball.

D. When you provide rewards or incentives to students, such as providing the reward of talking about baseball with Kevin, you are providing external rewards which over time can harm the students' learning process. By rewarding Kevin by talking about baseball you are teaching Kevin that you should only complete a goal to receive a reward.

[Observe] - (Give desired, recommended response, according to research with explanation)

Research Recommendations
Research supports rewarding students when they achieve a goal, demonstrate perseverance, or are exhibiting a desired behavior. For this reason, Option D (4) is the most desired response or correct answer.

> "Kevin, I am so proud that you persevered through the week completing math lessons. You met your effort goal! As a reward, I promised we could talk about baseball for 10 minutes. Please tell me, how is your season going?"

Studies show that students are more likely to complete math assignments and put effort into learning math when they feel motivated. There are two types of motivation. *Extrinsic motivation* is the completion of a task for an external reward, such as to earn a trophy or get a good grade. *Intrinsic motivation* is the completion of a task for the sake of personal satisfaction, or internal reward, such as working hard on an assignment to learn more and become smarter (Ryan & Deci, 2000).

https://upload.wikimedia.org/wikipedia/commons/7/7d/Muhammad_Intrinsic_vs_Extrinsic_Motivation.png (new image)

Intrinsic motivation derives from students enjoying a task and taking ownership. For this reason the effects of intrinsic motivation last longer and go farther than extrinsic motivation. However, using extrinsic motivation within a short-term mentoring environment can increase student motivation to learn and increase engagement, particularly in conjunction with intrinsic motivation. Mentors can use both types of motivation to engage students (WeAreTeachers.com, 2021). In the previous scenario, the extrinsic reward of providing the student time to talk about baseball, will help motivate Kevin to continue working hard on learning math.

[Explain- Open]

5. In your own words, please explain why extrinsically motivating students, along with intrinsic motivation, can enhance student motivation to learn?

[Explain- Multiple Choice]

Expert tutors and research suggest using both intrinsic and extrinsic motivational strategies to increase student motivation and interest in learning. Some common examples witnessed by mentors for both types of motivation are shown below:

Intrinsic Motivation	Extrinsic Motivation
A student playing a sport because it makes them feel good emotionally.	A student completing a math problem to gain time talking with their mentor about a favorite hobby or interest.
Staying longer at work or working longer hours because you believe in your work.	A student meeting an effort goal to receive extensive praise from their mentor for hard work and perseverance.
A student getting good grades for the satisfaction of working hard in order to learn and overcome obstacles.	A student completing a task or assignment to earn a trophy, badge, star, or similar reward.

6. How much do you agree or disagree with the expert belief of using both intrinsic and extrinsic motivation to engage students?

Strongly disagree-1
Somewhat disagree-2
No opinion-3
Somewhat agree-4
Strongly agree-5

7. Explain why you agree or disagree.

8. You are tutoring a student, Shivang, who often struggles to learn math. You encourage him by setting short term goals and breaking down problems. You praise him for working hard, even if he doesn't always get the problems correct. Shivang finds himself working harder and putting in more effort and, subsequently, making progress towards goals to receive encouraging words from you and to feel good about himself.

Which type of motivation is driving Shivang to learn math and complete his assignments?

a. Intrinsic
b. Extrinsic
c. Both
d. Neither

Research Recommendation

Studies show that students are more likely to complete assignments and put effort into learning when they feel motivated. In the previous problem, Shivang is intrinsically motivated to learn because he wants to feel good about himself. He is also extrinsically motivated as he wants to receive praise and encouraging words from his coach. The correct answer to (7) is C: Both.

Post-Instruction Scenario:

Scenario 2

One of your students, Carla, is really struggling with understanding her math assignment and wants to quit. You are trying to encourage her to continue working so you can help her with learning the math concepts. At the beginning of the session, Carla discussed her love of fashion and how she designs custom-made scarves. You have gotten to know Carla in your short session. You want to increase her motivation so she can continue learning and be successful in math.

Image source:
https://www.freepik.com/free-photo/pensive-student-girl-working-laptop_4530193.htm#query=st

udent%20girl%20scarf%20laptop&position=2&from_view=search

[Predict- Open Response]

9. What exactly would you text to Carla to increase her motivation to learn math and increase her engagement?

[Predict- MCQ]

10. Which of the following strategies below do you think would best support and increase Carla's motivation to complete her math work and increase engagement? I would text to Carla:

A. "Carla, we really need to continue this math assignment. You can't quit on me now. This math assignment is really important and you need to know this information."
B. "Carla, let's work together to complete the rest of your assignment. You can do this, I know you can. Once completed, you can explain to me how you make your scarves like we discussed earlier."
C. "Carla, you need to finish this assignment as you need to know this information. You use math to make your scarves, correct? These math problems are no different than how you make scarves."
D. "Carla, you are the best student! I know you can finish this assignment as you are the smartest student I work with. Once you are done with the assignment you can tell me about your scarves. "

[Explain- Open Response]

11. Why do you think the approach you selected in (9) will best support and increase Carla's motivation to complete her math work and increase engagement?

12. Which of the following statements aligns with the rationale you chose and explained in (10) and (11)?

A. By encouraging Carla to not quit and continue the assignment, you are teaching her to build stamina and value the importance of learning.
B. Providing external rewards or incentives, such as engaging in conversation with Carla about her interest in clothing design and scarves is a powerful strategy to engage and motivate students.
C. Students respond well when they are given compliments and praise, in particular, telling Carla how smart she is in relation to other students will increase her engagement and willingness to do her work.
D. By teaching Carla about the similarities between her math assignment and clothing design and scarf making, you are making the math assignment more authentic and relevant to the real world.
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Conclusion

Experts believe that the best approach is Option b(2), “Carla, let’s work together to complete the rest of your assignment. Once completed, you can explain to me how you make your scarves like we discussed earlier.” This approach uses extrinsic motivation by having Carla discuss her love of making scarves. It also positively encourages Carla and nourishes the mentoring relationship.

For more information about using intrinsic and extrinsic motivation strategies with students, check out the following resources. They can also be accessed from within the PL2 app.

Possible resources to include are:
John Urschel on Math & Motivation
Student Motivation: Helping Students Relate to Others
The Power of Motivation

Feedback

Indicate how much you agree or disagree with the following statements:

This module helped me recognize intrinsic and extrinsic motivational strategies.
Strongly disagree-1
Somewhat disagree-2
No opinion-3
Somewhat agree-4
Strongly agree-5

This module helped me apply strategies by responding to students using intrinsic and extrinsic motivational techniques.
Strongly disagree-1
Somewhat disagree-2
No opinion-3
Somewhat agree-4
Strongly agree-5

This module was valuable.
Strongly disagree-1
Somewhat disagree-2
No opinion-3
Somewhat agree-4
Strongly agree-5

I can apply what I learned from this module to my tutoring with students.
Strongly disagree-1
Somewhat disagree-2
No opinion-3
Somewhat agree-4
Strongly agree-5

Please provide any feedback or comments related to this training module.

References:

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, *55*(1), 68.
https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf