

Module 5: Motivation

OBSERVE

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Log into your online account and watch the following units:

5.2 – Defining Motivation

5.3 – Types of Motivation

5.4 – Stepping In

5.5 – Modeling

REFLECT

Motivation is defined as the inclination to pursue and persist in the journey towards a desired outcome, also known as Grit. Extrinsic motivation occurs when the inclination is imposed by positive external factors such as scholarships or tickets to school store, or negative external factors like the threats of punishment or coercion. Intrinsic motivation occurs when the inclination to pursue and persist is driven by an interest or enjoyment of the task itself rather than relying on external pressure.

1. What are the benefits of teaching a class of intrinsically motivated students?

2. What are some healthy tactics to use to produce extrinsic motivation?

3. When you extrinsically motivate your students, is it usually positive or negative?

DISCUSS

In the video, Dr. Duke explained that any one of these five evidences may indicate that you have a motivational issue in your classroom:

- The student is always late or behind.
- They are constantly forgetting their supplies, or their resources are in bad shape.
- The student has poor time management skills.
- They won't step up and showcase any of their skills; oftentimes, hanging back and letting others take the risks.
- They refuse to put forth the effort to absorb the material when you are teaching them.

1. Do you see any of these evidences in one or more of your students?

2. What problems can a reliance on extrinsic motivational tactics create with students, parents, or within the classroom setting?

Love is the most powerful intrinsic motivating force in the universe. We define love in its intention and function as, "sacrificial giving for the sake of others". When relationships are strong and love exists, people are motivated to pursue and persist. As the leader of our "teams", we need to go first and make these simple relational deposits by stepping into the lives of our students.

3. What are some ways in which this may look for you and your students?

There are three types of modeling: Leader-Modeling (teacher demonstrates), Peer-Modeling (Peer demonstrates to another peer), and Self-Modeling (Student evaluates their own skill level internally).

4. What are some qualities that teachers/leaders you seek to emulate use to make them effective “leader-modelers”?

5. As a teacher, is it easy for you to delegate responsibility to others? Why or why not?

6. Have you witnessed peer-modeling elevate the performance of a student or classroom?

7. What are some ways to incorporate peer-modeling into your lesson plans?

8. Why do you believe self-modeling is the most effective way to learn?

NOTES