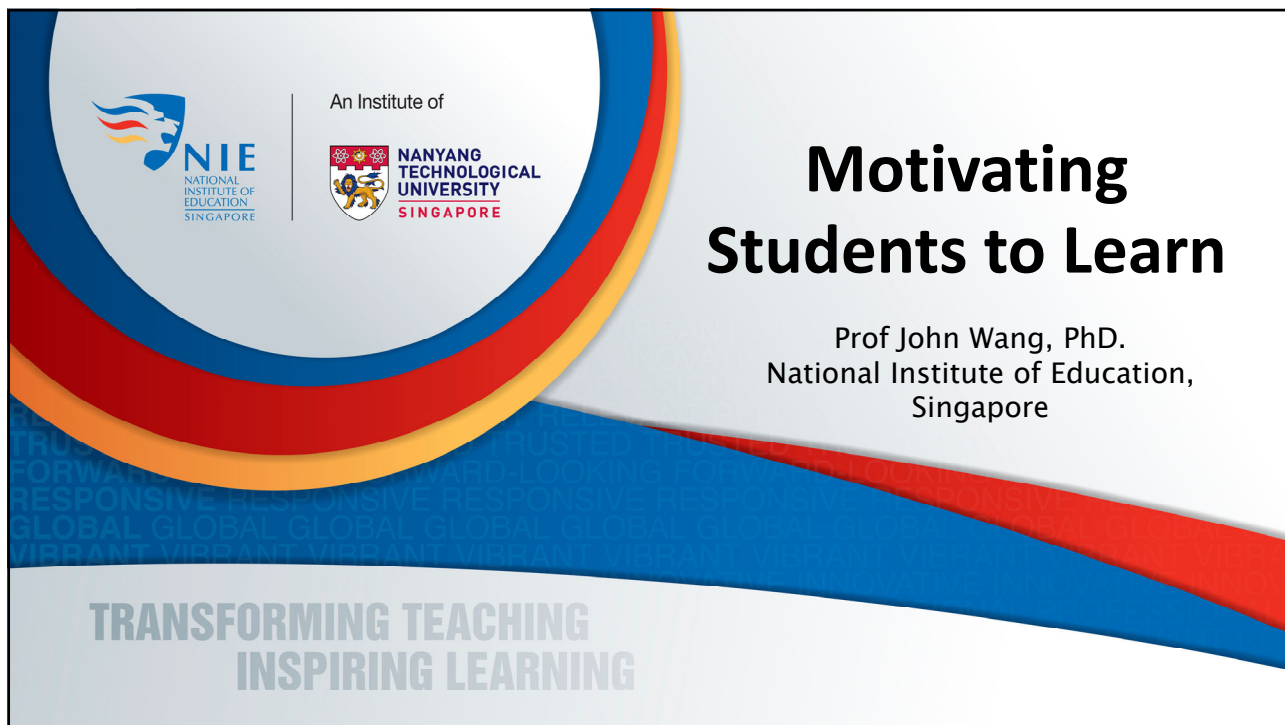




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Motivating Students to Learn

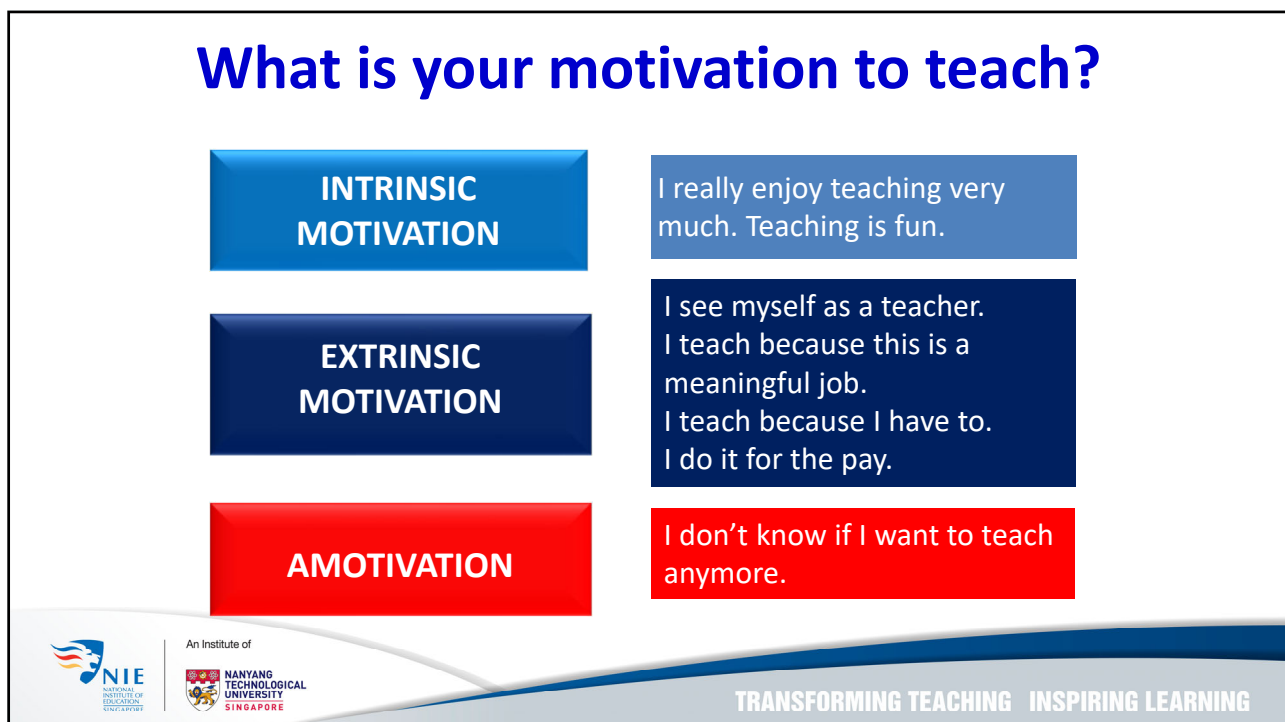
Prof John Wang, PhD.
National Institute of Education,
Singapore

TRANSFORMING TEACHING
INSPIRING LEARNING

1

What is your motivation to teach?

INTRINSIC MOTIVATION	I really enjoy teaching very much. Teaching is fun.
EXTRINSIC MOTIVATION	I see myself as a teacher. I teach because this is a meaningful job. I teach because I have to. I do it for the pay.
AMOTIVATION	I don't know if I want to teach anymore.



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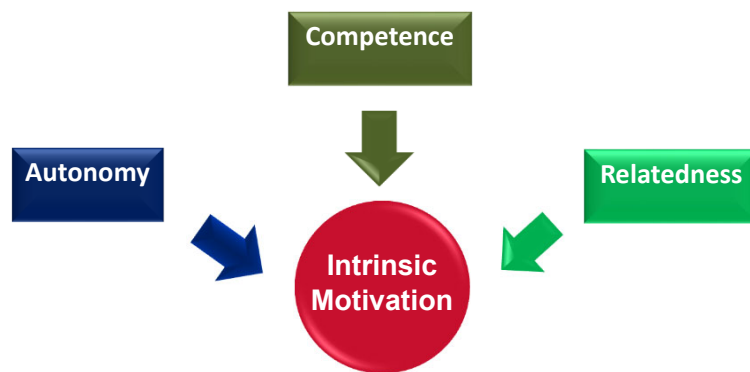
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TRANSFORMING TEACHING INSPIRING LEARNING

2

Are your psychological needs being satisfied or thwarted?



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3

What are the factors that influenced your behaviours in the classroom?

- Factors from Above
 - School leader's leadership style
 - RO leadership style
 - School Climate
 - Job Pressure



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4

What are the factors that influenced your behaviours in the classroom?

- Factors from Within
 - Causality Orientation
 - Need Satisfaction
 - Need Frustration
 - Intrinsic and Extrinsic Goals
 - Teaching Efficacy
 - Motivation



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5

What are the factors that influenced your behaviours in the classroom?

- Factors from Below
 - Students' autonomous vs controlled motivation
 - Students' prosocial vs antisocial behaviour
 - Students' engagement vs disengagement



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6

Are students capable of motivating themselves?

- Individuals not only have different amounts (**levels**), but different kinds (**orientations**) of motivation.
- The different types of motivation can be differentiated by the different **reasons** or **goals** that give rise to the action.
- There is a need to understand the motivation of your students.
- No students come to school to fail!



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7

Conclusion

Intrinsic motivation
i.e., Learning for its own sake



Long-term consolidation of learning

Extrinsic motivation

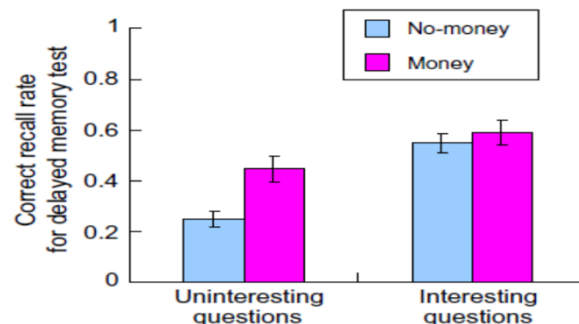
i.e., Learning for external reasons



Only short-term learning



Murayama & Kuhbandner (2011, *Cognition*)



8

Time for a Paradigm Shift?

How can I motivate my students?



How can I create the conditions within which my students will motivate themselves?



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Autonomy-Supportive Motivating Style VS Controlling Motivating Style



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Autonomy Supportive vs Controlling

Autonomy-Supportive

1. Adopt the students' perspective
2. Invite and welcome students' thoughts, feelings, and actions into the flow of the lesson

Controlling

1. Adopt only the teacher's perspective
2. Intrude into and try to change or correct students' thoughts, feelings, and actions during lesson



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Autonomy Supportive vs Controlling

Autonomy-Supportive Instructional Behaviours

1. Nurture inner motivational resources
2. Rely on informational language
3. Provide explanatory rationales
4. Display patience for self-paced learning
5. Acknowledge and accept expressions of resistance and negative affect

Controlling Instructional Behaviours

1. Use environmental sources of motivation
2. Rely on pressuring language
3. Directives without explanations
4. Impatiently intrude on student's workspace
5. Counter and try to change expressions of resistance and negative affect



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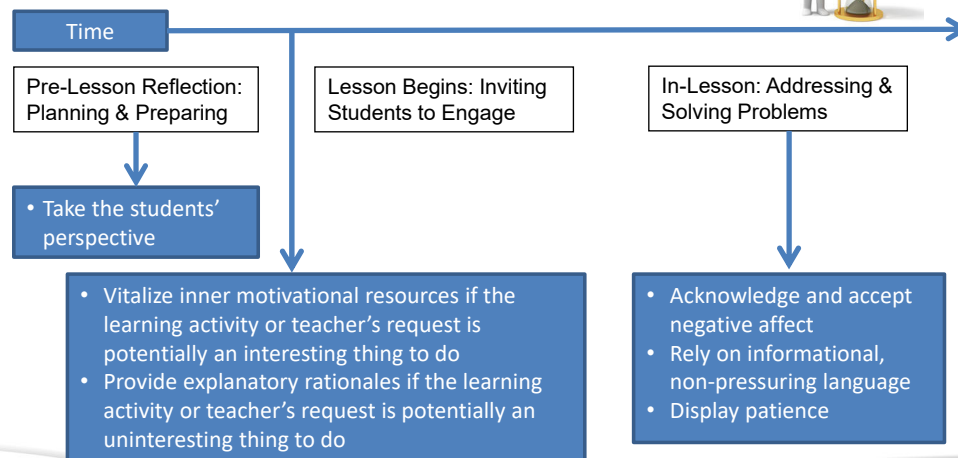


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Practice- The 'How'

• Critical Motivational Moments



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Benefits of Autonomy-Supportive Teaching

Motivation		Skill	Relationship Satisfaction	Psychological Well-Being
Psychological Need Satisfaction (Autonomy, Competence)	Intrinsic Goal to Develop Greater Teaching Skill	Teaching Efficacy for Instructional Strategies	Improved Relationships with Students	Job Satisfaction
Autonomous Motivation for Teaching	Enhanced Passion for Teaching	Teaching Efficacy to Enhance Student Engagement		Increased Vitality from Teaching
Less Controlled Motivation for Teaching		Student Rating of Instructor's Expertise		Decreased Emotional-Physical Exhaustion from Teaching

Source: Cheon, S. H., Reeve, J., Yu, T. H., & Jang, H.-R. (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sports and Exercise Psychology*, 36, 331-346.

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Thank You!

For more information, please check out <https://merl.nie.edu.sg/>



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Questions

- What is your motivation to teach?
- Are your psychological needs being satisfied?
- What are the factors that influence your behaviours in the classroom?
- Are your students capable of motivating themselves?



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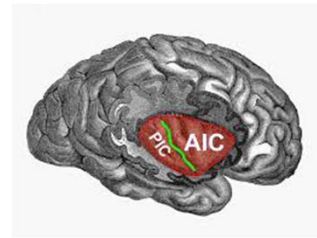


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Mechanism of Intrinsic Motivation

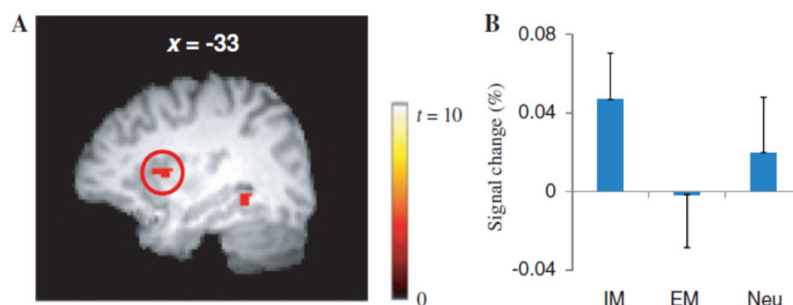
- IM activate more insular cortex activity (Lee, Reeve, Xue, & Xiong, 2012).
- Anterior insula, striatum, anterior insula-striatum interaction (Lee & Reeve, 2013).



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Lee & Reeve, 2013

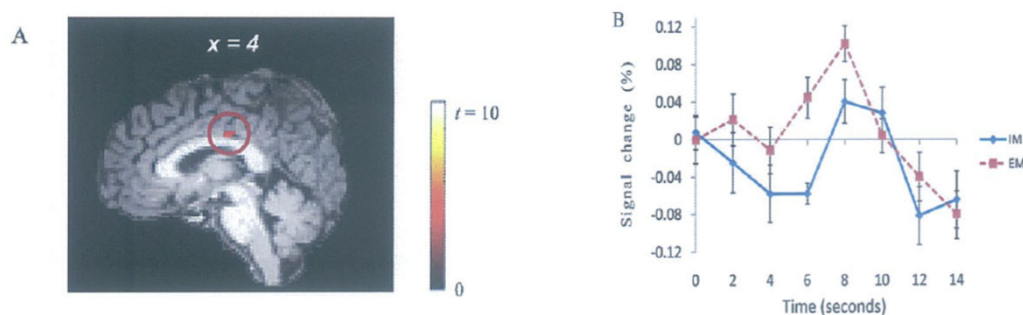


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Mechanism of Extrinsic Motivation

- EM activate more posterior cingulate cortex (PCC) activity (Lee et al., 2012).



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Act	Purpose
Vitalise inner motivational resources	- Foster intrinsic motivation, self-endorsed goals & values - Preference for optimal challenge - Foster a sense of curiosity
Use of informational, non-pressurising language	Non-evaluative, flexible & informational
Provide explanatory rationales	Importance, personal significance & value
Display patience	- Display patience in monitoring students' work - Display patience & change problem-solving strategies
Acknowledge & accept negative affect	- Appreciate student's perspective - Create opportunities to restructure an unappealing lesson

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