

WELCOME!

- ★ please sign in
- ★ those of you who RSVPed, help yourself to a lunch
- ★ meet at least one colleague whom you have not yet met



motivation theory 101:

the sources of motivation for us and our students

friday 04.01.16 ○ 12³⁰ • 1³⁰ PM ○ RM 36 • 355

sponsored by the offices of pd + cpie ○ facilitated by micah jendian

[re]fresh

fridays



"What do you think . . . should we get started on that motivation research or not?"



[re]fresh

fridays

- ▶ **to reinvigorate at the end of the week**
- ▶ **to meet and talk with colleagues from across the campus**
[and, thus, strengthen campus connections]
- ▶ **to engage with provocative ideas**
[and to spark your own reflections and insights]
- ▶ **to – directly or indirectly – inspire and inform our individual and collective efforts in support of student success and equity**

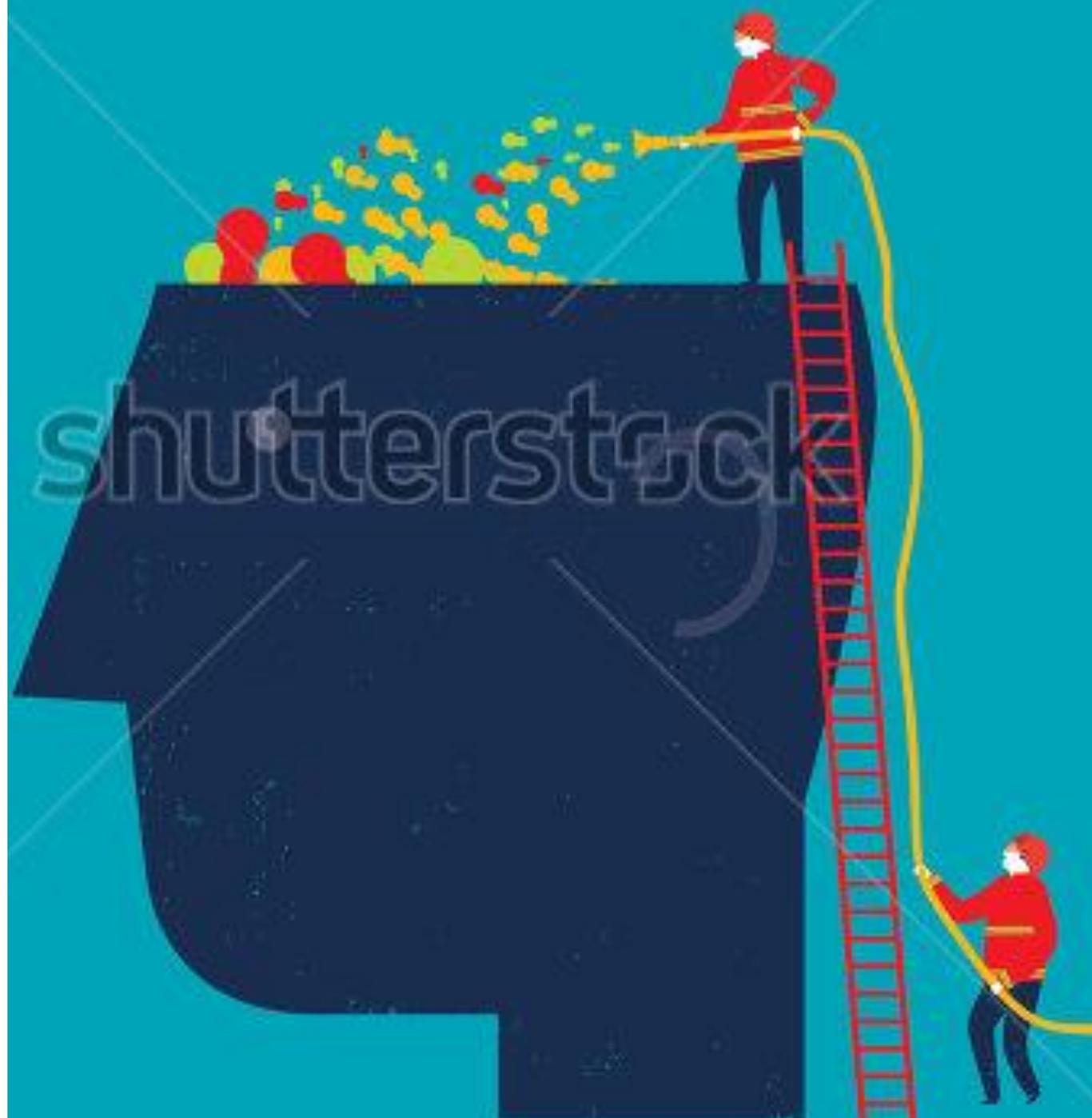
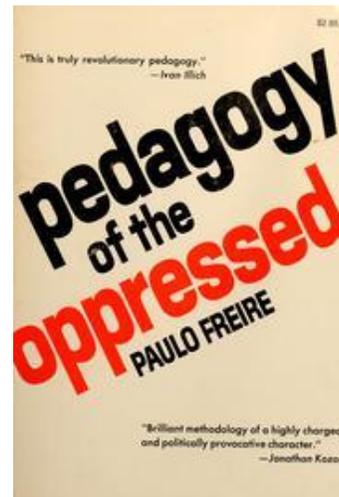
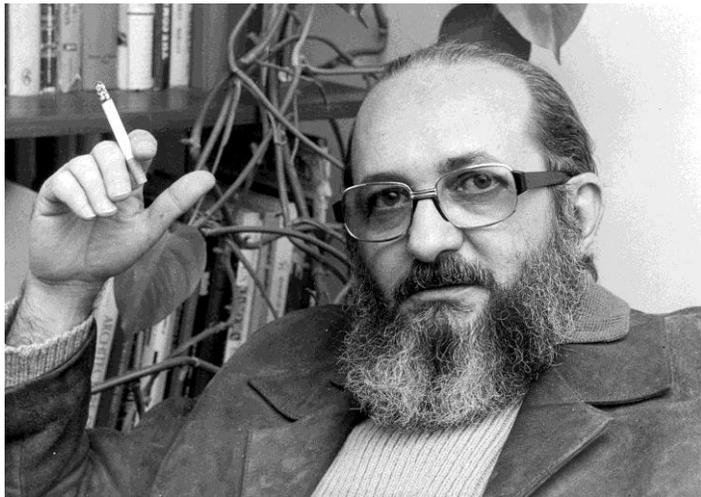
motivation theory 101:

the sources of motivation in us and others

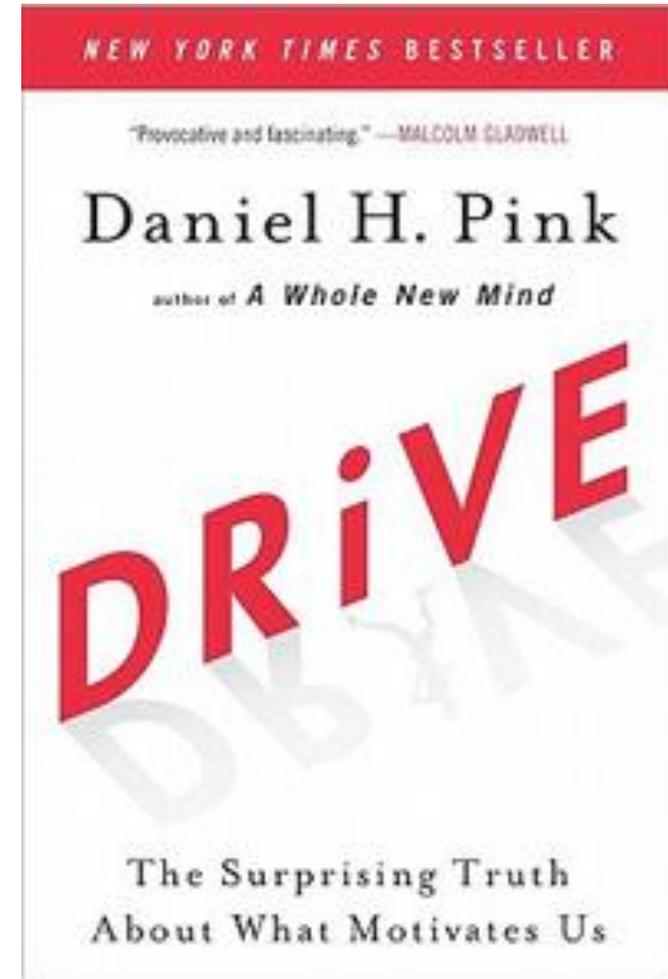
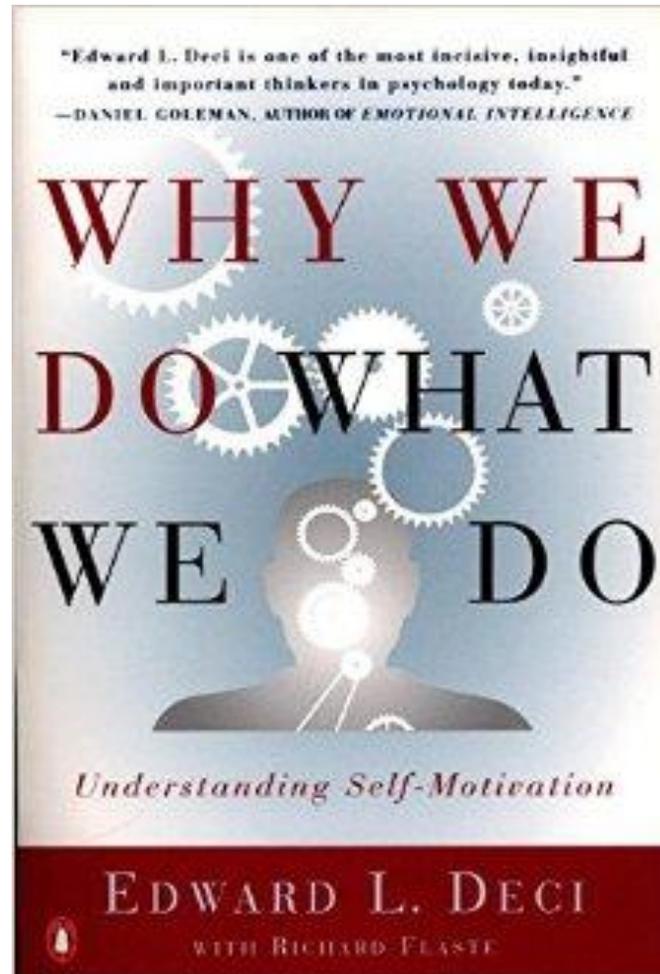
- ▶ **what motivated you to attend today's session?**
- ▶ **whose motivation are you particularly interested in understanding more?**
 - ▶ **why are you interested in this?**
 - ▶ **in what specific way/s, do you hope to apply insights that may be generated from this session?**

**introduce yourself to two+ colleagues
and share (as you are comfortable)**

a disclaimer



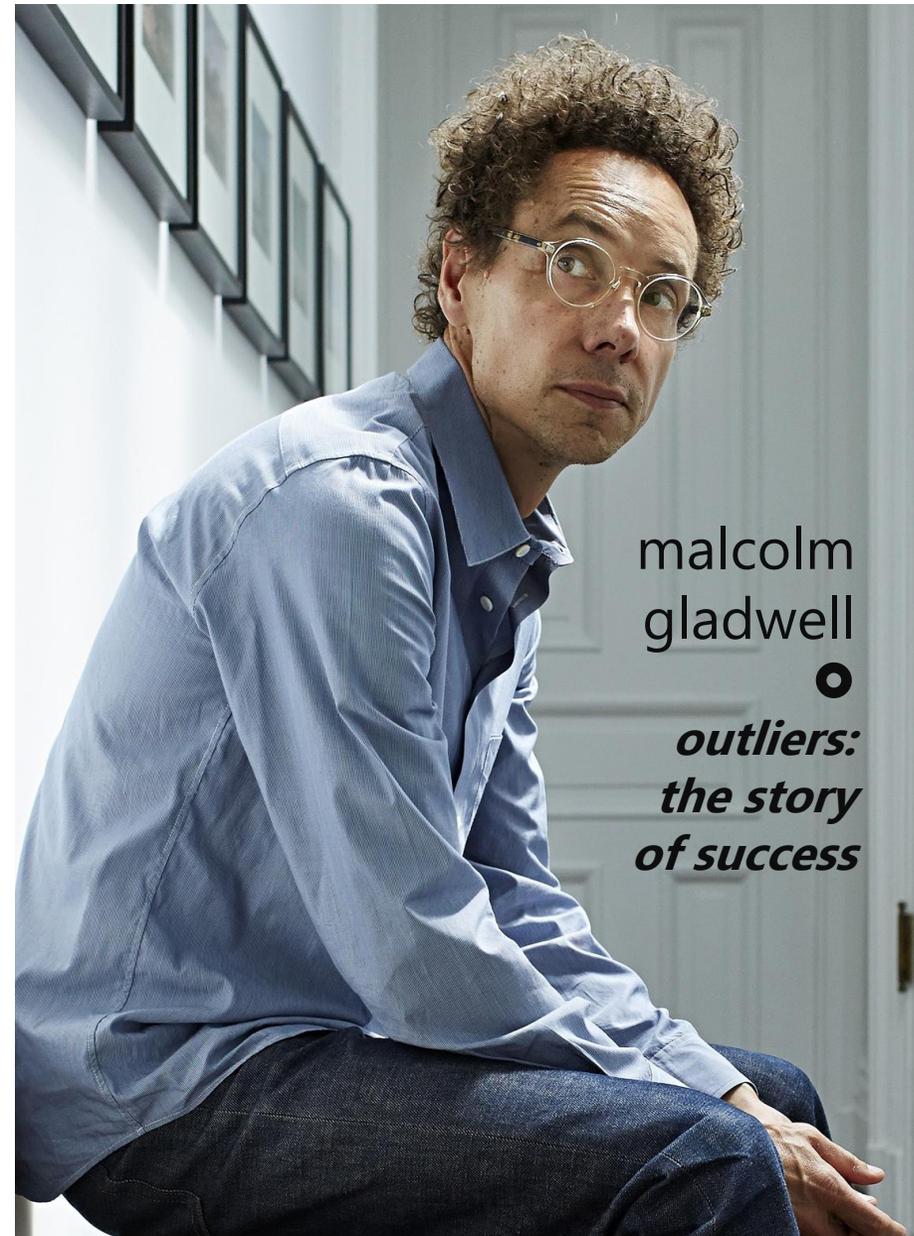
an admission



david
shenk
●
*the genius
in all of us*



“Individual differences in talent and intelligence are not pre-determined by genes; Speaking broadly, limitations in achievement are not due to inadequate genetic assets, but to our inability, so far, to tap into what we already have” (3).



malcolm
gladwell
●
*outliers:
the story
of success*

“Do you see the consequences of the way we have chosen to view success? Because we so profoundly personalize success . . .

we miss opportunities to lift others onto the top rung.

We make rules that frustrate achievement.

We prematurely write people off as failures.

We are too much in awe of those who succeed and too dismissive of those who fail.

And most of all, we become too passive.

We overlook just how large a role we all play in determining who makes it and who doesn't.”

WHAT IT TAKES TO BE GREAT: INSIGHTS INTO IMPROVING PERFORMANCE [MOSTLY ROOTED IN THE RESEARCH OF K. ANDERS ERICSSON]

The idea of being born (to be) great is a myth

“Deliberate Practice” is key

bringing a particularly mindset: engaging in the activity with the purpose of improving performance

setting a specific goal which is beyond your current ability and can be measured

practicing with consistency

getting feedback and making adjustments based on that feedback

"We still do not know which factors encourage individuals to engage in deliberate practice."
Or as University of Michigan business school professor Noel Tichy puts it after 30 years of working with managers, **"Some people are much more motivated than others, and that's the existential question I cannot answer - why."**

Call up and think about something you do for which you consider your motivation very high

In pairs or threes, **briefly** describe it AND **succinctly** explain what you think is/ are the source/s of that motivation?

Privately call up and think about:

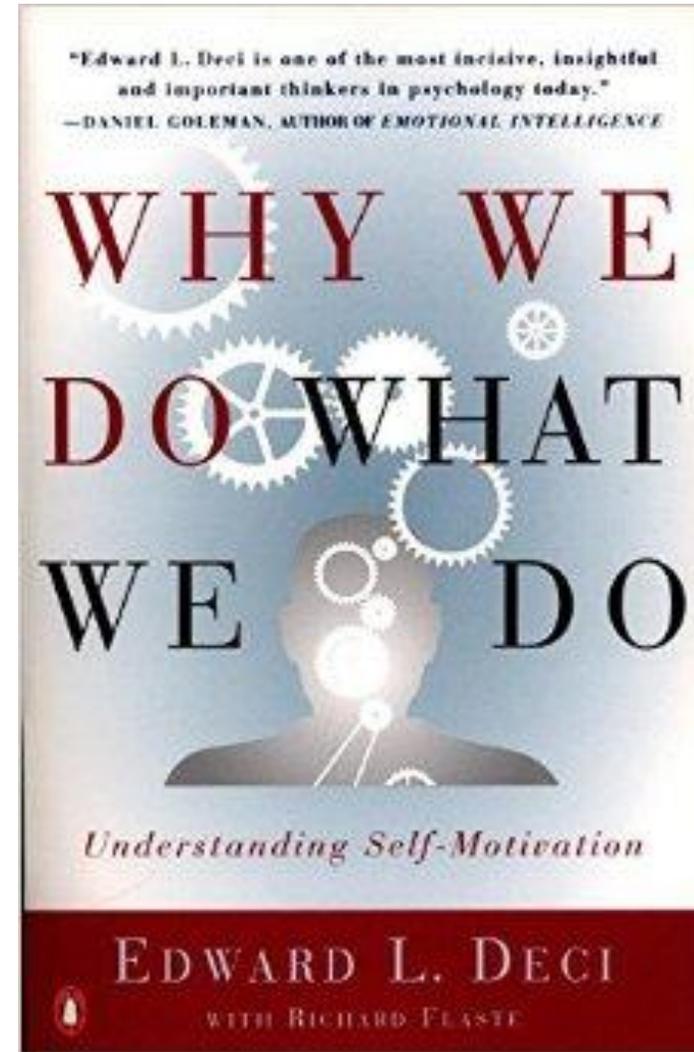
- ▶ **something you are motivated to do that you do not necessarily enjoy / are interested in**
- ▶ **something [maybe related to your current role on campus] you could, want to, or think you should be motivated BUT aren't**

Given your reflections and discussions, privately jot down some of your provisional thoughts about motivation and its sources.

2.63 minutes



[education as conversation]



[one of the first classes I taught]

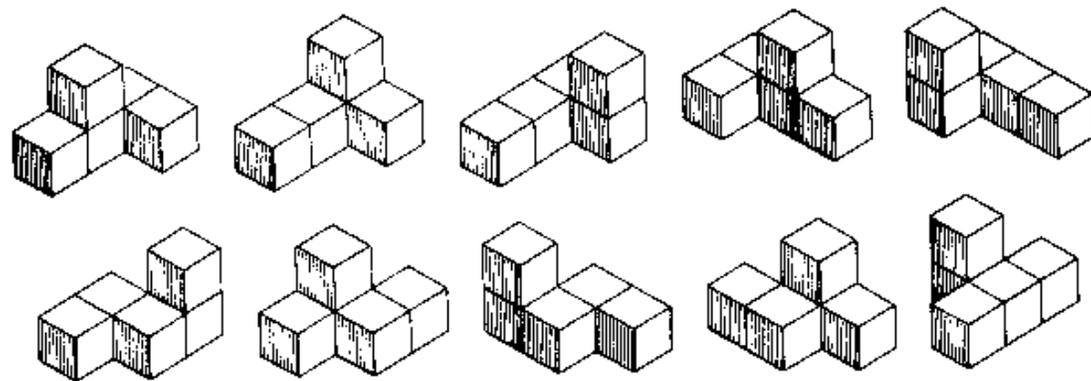
“The book is full of hope, for it speaks to what we can do for ourselves, and what we can do for our children, our employees, our patients, our students, and our athletes – indeed what we can do for our society.”

“The prescriptions it offers are not panaceas, and they are not easy.”

“But they are relevant to each of us in managing ourselves, and they apply to the roles of teacher, manager, parent, doctor, and coach. The prescriptions begin with an understanding of people’s motivation and they involve using that understanding to manage ourselves more effectively, to relate differently to others, and to make more meaningful social policy.”



edward deci



edward deci's the soma experiment

P 19 + 22=25 Daniel Pink's *Drive: The Surprising Truth About What Motivates Us*

autonomous behavior

To act in accord with one's self
– it means feeling free and
volitional in one's actions

When autonomous,
people are fully willing to do what
they are doing with a sense of
interest and commitment. . . .
These actions emanate from their
true sense of self,
so they are being authentic

controlled behavior

To act because one is being
pressured.

When being controlled,
people act without a sense of
personal endorsement.
Their behavior is not an expression
of the self . . . In this condition,
people can reasonably be described
as alienated.

“Careful consideration of reward effects reported in 128 experiments lead to the conclusion that tangible rewards tend to have a substantially negative effect on intrinsic motivation.

Pink 36-7

Research finds that “rewards of any kind” – money, deadlines, competition, evaluation, grades—undermine intrinsic motivation, draining enthusiasm and interest.”

Deci

controlled behavior

RESPONSE



COMPLIANCE

[doing what you are told
because you are told to do it]

or

DEFIANCE

[not doing what you are told to do *because*
you are told to do it]

“Traditional ‘if-then’ rewards... can also . . . encourage unethical behavior, create addictions, and foster short-term thinking” (Pink 220).

“Carrots and sticks aren’t all bad. They can be effective for rule based tasks because there’s little intrinsic motivation to undermine and not much creativity to crush” (221).

“And they can be more effective if [you]:

- offer a rationale
- acknowledge that it is boring, and
- allow people autonomy over how they complete it” (221).

controlled behavior

RESPONSE



COMPLIANCE

[doing what you are told
because you are told to do it]

or

DEFIANCE

[[not doing what you are told to do
because you are told to do it]

autonomous behavior

types of autonomous behaviors

behaviors that

1) are intrinsically motivating

what are
intrinsically motivated behaviors?

behaviors that are “intrinsically motivated” -- the process of doing an activity for its own sake . . . for the reward that is inherent in the activity itself.”

“Being intrinsically motivated has to do with being wholly involved in the activity itself and not with reaching a goal.”

autonomous behavior

types of autonomous behaviors

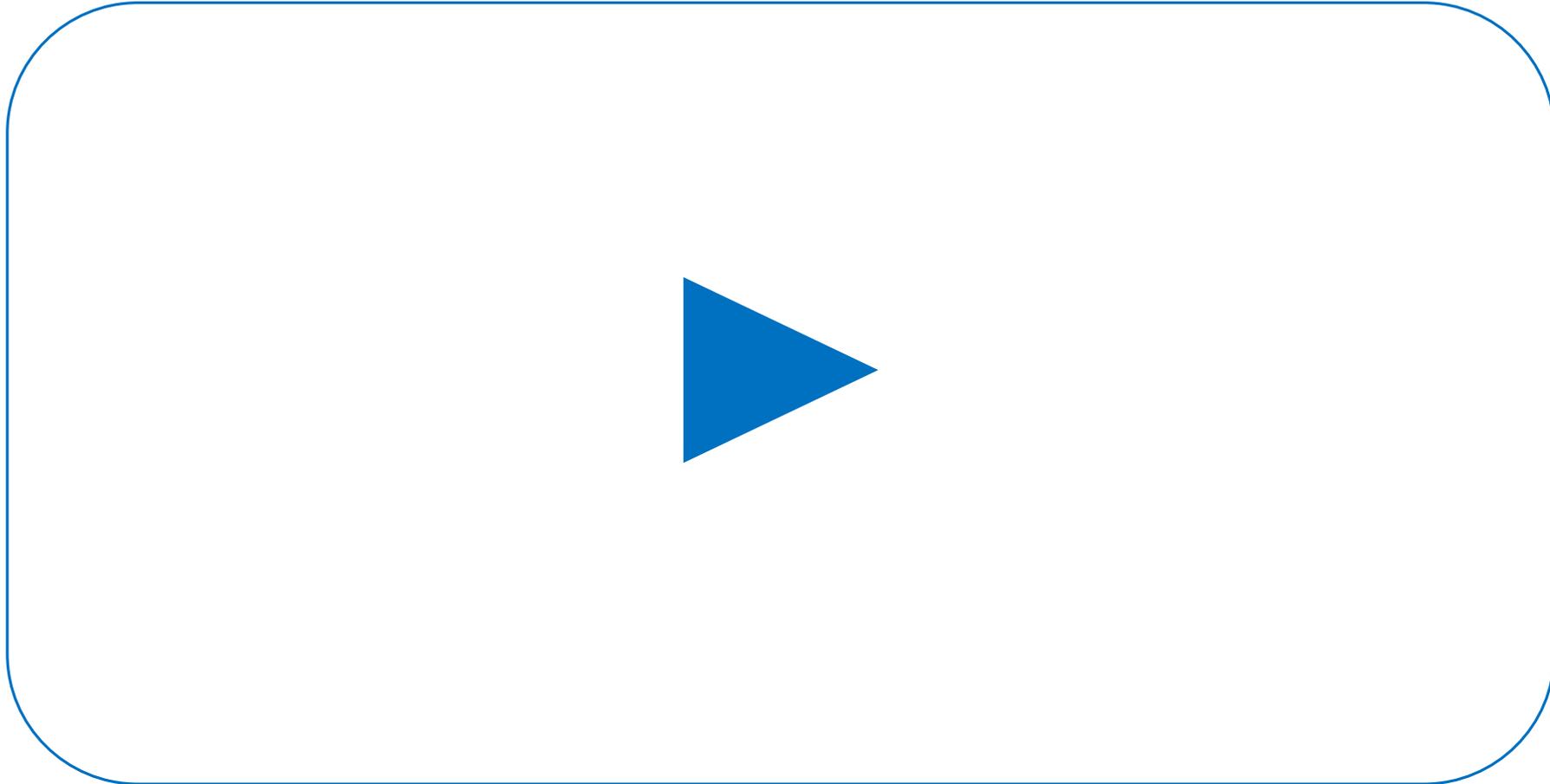
behaviors that

- 1) are intrinsically motivating
- 2) **we personally endorse (through integrating a value).**

Can we still act autonomously if we are not intrinsically motivated – if we do not find the task/activity interesting?

Yes. How?

- Search for the value of doing that task.
- Integrate that value, make it yours. If we don't (and work to accomplish the task because we think we should or will gain approval by doing so), it is more likely that we will be unable to achieve it.
- “Through integration, people become willing to accept responsibility for activities that are important but not interesting, activities that are not intrinsically motivating.”



[_www.youtube.com/watch?v=-Ba7bpEUONM](https://www.youtube.com/watch?v=-Ba7bpEUONM)

“Most people seem to think that the most effective motivation comes from outside the person.”

“To the contrary, however, all the work that [Richard] Ryan and I have done indicates that *self*-motivation, rather than external motivation, is the heart of creativity, responsibility, healthy behavior, and lasting change.



edward deci



key
drives

AUTONOMY

the desire to direct our lives

MASTERY

*the urge to make progress and
get better at something*

PURPOSE

*the yearning to do what we do in the
service of something larger than ourselves*

“How [then] can people in one up positions, such as health-care providers or teachers, motivate others, such as their patients or students, who are in one-down positions, if the most powerful motivator . . . must come from within...?”

“In fact, the answer to this important question can be provided only when the question is reformulated.”

“The proper question is not “how can people motivate others?” but rather, “how can people create the conditions within which others will motivate themselves?”



edward deci

**Revisit your notes from the beginning of the session
AS WELL AS your aim in attending**

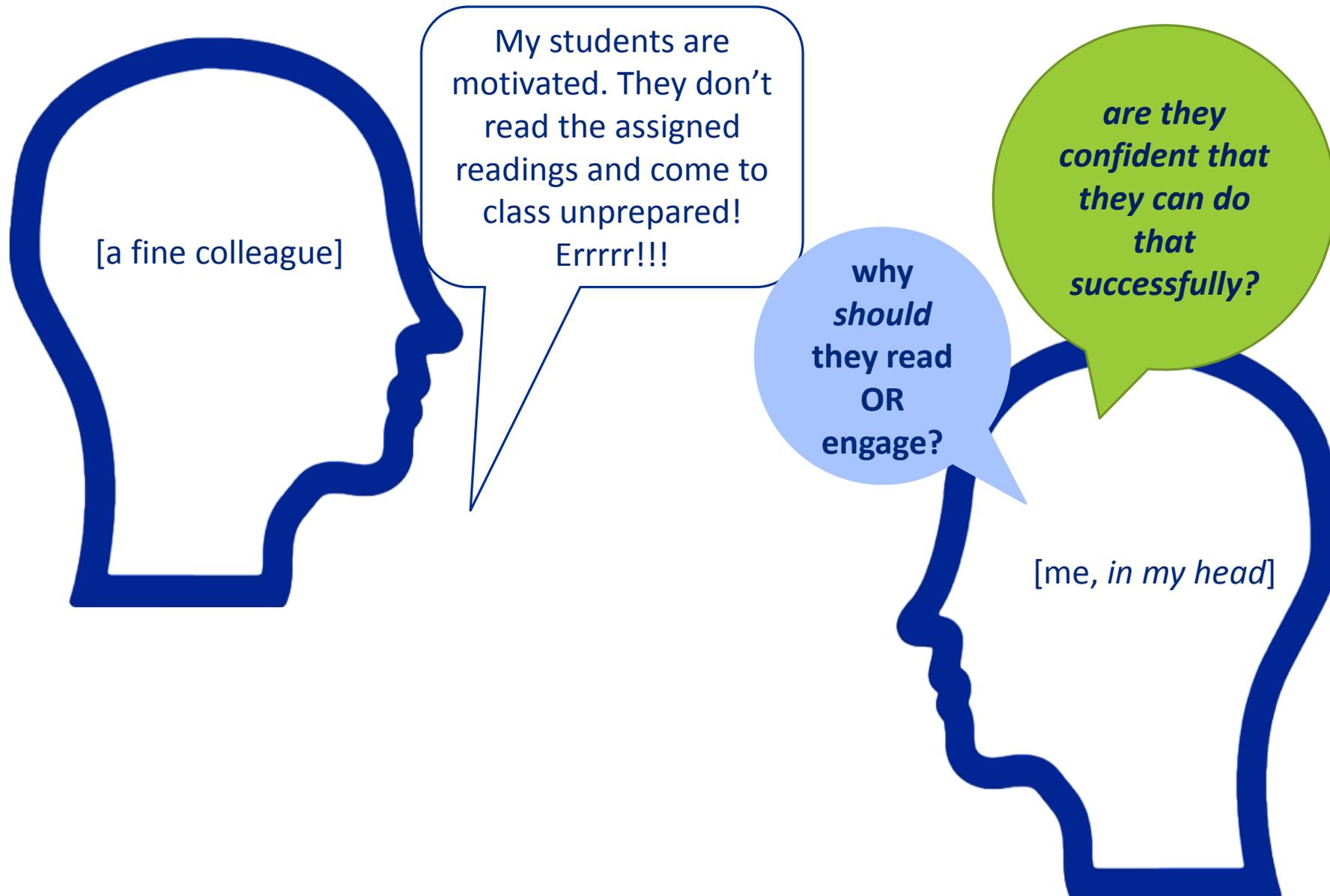
Given your reflections and discussions, privately jot down some of your provisional thoughts about motivation and its sources.

- What – if anything – has changed? What is the most significant insight for you?**
- What new questions will you want to think about?**
- What do you want to learn more about? What might you consider applying and how might you do so?**

CLASSROOM APPLICATION

some of my sample questions I asked myself in redesigning the course I spoke about AFTER reading Deci

14. How do I incorporate into class the 3 aspects that help promote integration—providing rationale, acknowledging student reluctance, and minimizing pressure? (101-102)
17. [**Offering Choice**] What choices can I offer to my students (within necessary limits and structure, of course)? (33)
21. [**Providing Rationale**] How can I more fully explain the importance of each task I ask my students to complete? How can I encourage students to generate their own understanding of the importance of individual tasks? (101, etc.)
24. [**Fostering Feelings of Competence**] How do I let my students know that they have not performed well without making them feel incompetent? (71)
25. [**Fostering Feelings of Competence**] How can we prepare our students to be able to evaluate themselves? What knowledge/tools do our students need to be able to do this? (72)



how well have I supported student learning?



how effectively have I acknowledged and am working to mitigate factors which may undermine this?

how clearly have I articulated (to myself) and convincingly have revealed, tried to “sell,” and provided an opportunity for students to truly endorse the value of the course experience?

value

+

confidence

= motivation

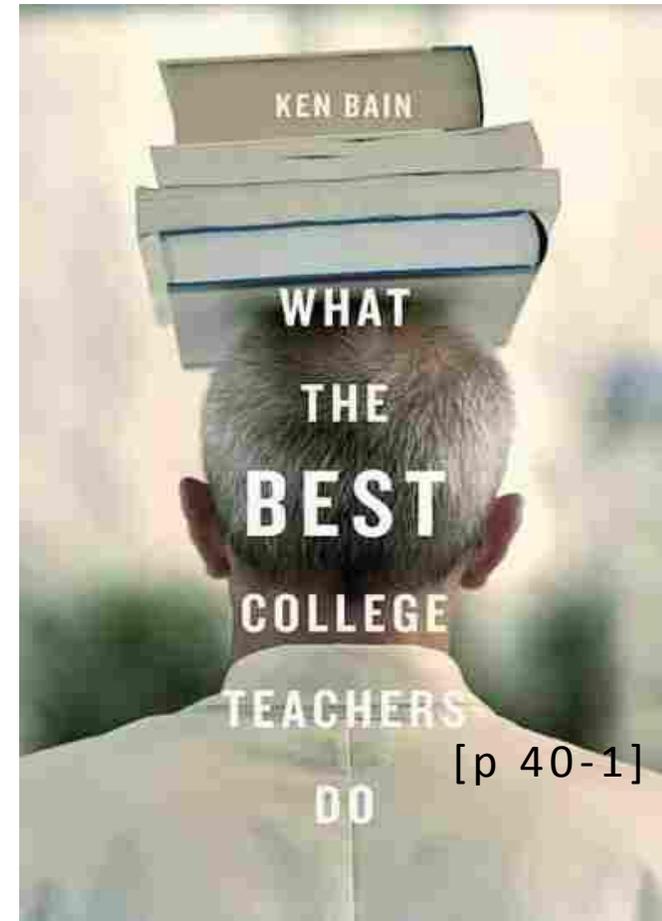
Teaching for Transfer

The underlying rationale for any kind of formal instruction is the assumption that knowledge, skills, and attitudes learned in this setting . . . will be used in some other context at some time in the future. We only care about student performance in school because we believe that it predicts what students will remember and do when they are somewhere else at some other time....The purpose of formal education is transfer. . . . We need to always remember that we are teaching toward some time in the future when we will not be present.

*~ "Applying the Science of Learning" by Diane F. Halpern and Milton D. Hake.
Change, July/August 2003, p. 38*

“highly effective teachers . . .

realize that human beings can and do change, and that the nature of their instruction can have an enormous influence on that process.”



“the best teachers carefully constructed learning tasks and objectives to build confidence and to encourage [and at the same time] give students strong challenges and a sense of sufficient accomplishment.”

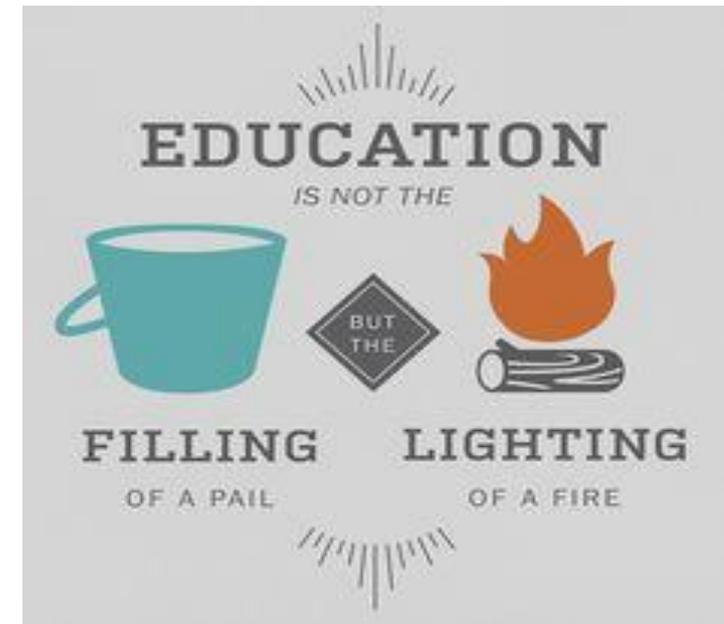
“They recognized also that the culture of some classroom [encourage] students to stress the regurgitation of facts and subsequent purging.”

“[They] usually abstain from appeals to competition. They stress the beauty, utility, or intrigue of the questions they try to answer with their students, and they pursue answers to questions rather than simply learning the information” (41).

Creating Motivating Learning Environments: Two Related Resources

- 1 5 Ways to Share Your Passion for Learning*
- 2 Harvard Educational Review of Robert Fried's *The Passionate Teacher: A Practical Guide*.

Fried discusses what he believes is the greatest obstacle that educators face: what he calls “having to play ‘The Game of School.’” As he sees it, educators face this obstacle . . . “when the idea of learning is treated as a mindless duty – something to ‘get through any way you can’” . . . “as a trick rather than as an opportunity to learn” (93).





Teaching Men of Color in the Community College

A Guidebook



J. Luke Wood, PhD • Frank Harris III, EdD • Khalid White, EdD

Minority Male Community College Collaborative (M2C3)
Interwork Institute
San Diego State University

“Many men of color in community colleges have not enjoyed positive relationships with teachers and other educators. . . .”

“. . . prior research has demonstrated the manifold benefits experienced by students when they perceive that faculty members authentically care about them and their success” (38).

dr frank harris iii
dr. j luke wood
co-directors

*minority male
community college
collaborative*



Connect with Students as Individuals

Arrive a Few Minutes Early and Leave a
Few Minutes Late [simple interactions]

“Glad you were here”

“Nice to see you.”

“How are things going?”

“How are your other classes?”

Increase Sense of Belonging

Check in Frequently with Students -
especially those who [seem to be]
“disappear[ing].”



S³

student
services
sessions



get deft

distance ed
friday trainings

some
upcoming pd
opportunities



undocumented
students
task force





[re]fresh

fridays

- ▶ **to reinvigorate at the end of the week**
- ▶ **to meet and talk with colleagues from across the campus**
[and, thus, strengthen campus connections]
- ▶ **to engage with provocative ideas**
[and to spark your own reflections and insights]
- ▶ **to – directly or indirectly – inspire and inform our individual and collective efforts in support of student success**

thank you!



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