Fostering Intrinsic Motivation

Theories

- Self-Determination Theory – "…people are active organisms with evolved tendencies towards growing, mastering ambient challenges and integrating new experiences into a coherent sense of self" (Deci)
- Cognitive Dissonance – "characterized by holding opposing thoughts … Opposing thoughts create discomfort so humans put pressure on themselves to reduce or eliminate the dissonance by telling themselves a story…"
- Psychological Reactance Theory - "a perceived diminution in freedom ignites an emotional state, called psychological reactance, that elicits behaviours intended to restore this autonomy"
- Attribution theory – "how students explain their success or failures will be a keen insight to how they will interact with the task in the future"
- Growth Mindset – "Students that attribute failure to lack of effort, can then choose to exert more effort in the future which gives them choice in their academic pursuits."

Concepts

- All humans are born curious, focus on leveraging their natural interest
- There are different motivational patterns exhibited at different age levels
- Having an inquisitive approach to learning, and encouraging a student to follow their curiosity will enhance engagement
- There are 3 psychological needs that must be met: feeling competent or effective, feeling of relatedness, autonomy
- Extrinsic rewards do produce short term results
- When coerced motivation is used, students are more likely to take the shortest path to the desired outcome
- Autonomy results in more creativity, enhanced problem solving, better performance, positive emotions, and psychological and physical wellness
- "Don't ask how you can motivate other people; ask how you can create the conditions within which people can motivate themselves."
- Self-persuasion is more effective than punishment or outside persuasion (cognitive dissonance)
- Psychological reactance can result in the opposite result from the desired goal
- Language, confined space, reminders of money, conflicting messages, self-talk, direct eye contact and the licencing effect can all cause psychological reactance
- Student's self-concept including (limiting)beliefs will be a strong determinant to their persistence in musical training
- Activities that are perceived as meaningful and beneficial to their future will be more engaging

Strategies

- Support autonomy
  1. Take their perspective
  2. Provide Choice
  3. Support exploration
  4. Encourage self-initiation
  5. Provide meaningful rationale if you absolutely need them to do something specific.
- How to facilitate intrinsic motivation:
  1. Pay respect to them
  2. Talk to them with care and interest
  3. Build a relationship
  4. Pay attention to effective behaviours they show
  5. Provide precise feedback
  6. Negative behaviours are seen as a problem to solve that they can learn from. Have them participate actively to figure out how they can do better the next time.
  7. Facilitate the process of awareness
  8. Praise EFFORT and LEARNING
- Establish a commitment: "once we have made a choice or taken a stand, we will encounter personal and interpersonal pressures to behave consistently" no one likes the self-concept of being a hypocrite.
- Utilize self-persuasion →create cognitive dissonance
- Ask Questions of scale → Book "Instant Influence"
- Have students create the rules →violation creates cognitive dissonance
- Create public goals →others can hold them accountable and establishes commitment
- Remind by asking→re-establish autonomy
- Avoid psychological reactance
- Learn by doing – "you can't learn what you don't do" = experiential learning
- Connect the new knowledge to students prior experience for long term retention
- "Having students compose, perform original or peer compositions, work on solo and ensemble lit, form vernacular music groups, and present to their class an aspect of personal musical interest" (Cogdill)
- Connect their teaching with auditory, visual and kinesthetic learners for long term retention
- Foster a growth mindset at a young age
- Providing early feedback, interesting repertoire and achievable challenges were strong determinants for long term persistence

Sources:

Ed Deci – Intrinsic Motivation and Self-Determination Theory

https://www.youtube.com/watch?v=I9tnaYQpHAw

Ed Deci – TedX Flour City – Motivation, Health and Excellence

https://www.youtube.com/watch?v=VGrcets0E6I

David Palank - Strategies to Build Intrinsic Motivation

http://www.edutopia.org/blog/classroom-self-persuasion-david-palank

Dr. Simon Moss - Psychological Reactance Theory

http://www.sicotests.com/psyarticle.asp?id=65

Susan Cogdill - Applying Research in Motivation and Learning to Music Education: What the Experts Say

http://web.a.ebscohost.com.qe2a-proxy.mun.ca/ehost/detail/detail?sid=6ca038c3-c017-4634-ac24-1ce0d94c6023%40sessionmgr4008&vid=0&hid=4214&bdata=JkF1dGhUeXBlPWlwLHVybCx1aWQmc2l0ZT1laG9zdC1saXZlJnNjb3BlPXNpdGU%3d#AN=102480516&db=aph

- Responses from teachers carry more than one meaning
- Languge of acceptance
- 4 ways to listen to students:

1. Passive – silence

2. Acknowledgement – nods, smiling, uh-huh

3. Door opener – invite the student to talk more

-- open ended questions or statements

-- no evaluation or judgement

"would you like to say more about that?"

"sounds like you have strong feelings about that"

"do you want to talk about that"

Active listening – feedback to student

-- restate, rephrase or confirm

- Trust the student's ability to solve their own problems
- Genuinely accept the feelings they express
- Understand that feelings are often transitory
- Make time to help students
- Have empathy but don't get caught up in the emotions of the student
- Help the student get deeper into the issue – they rarely start by sharing the real problem
- Respect the privacy and confidential trust the student has placed in you

Active listening is a tool for facilitated learning

Help to :

- Clarify
- Inquire
- Explore
- Stay neutral/objective
- Thoughtful
- Discussion
- Question

Good Teacher-Student relationship

- Openness
- Transparency
- Interdependence
- Separateness

- Mutual satisfaction

| Student owns problem | No problem | Teacher owns problem |

- Students need help getting ready to learn – they bring problems with them to school
- Be observant → recognize problems → respond effectively

Roadblocks to communication:

1. Ordering, commanding, directing
2. Warning, threatening
3. Moralizing, preaching, "should", "ought"
4. Advising, offering solutions, suggestions
5. Lecturing, using logic, giving facts
6. Judging, criticizing, disagreeing, blaming
7. Name calling, stereotyping, ridiculing
8. Diversions, withdrawing, distracting, being sarcastic, humoring, minimizing
9. Interpreting, analyzing, diagnosing
10. Praising, agreeing, trying to make the problem go away
11. Reassuring, counselling, supporting, sympathizing
12. Questioning, probing, interrogating

Problem Resolution:

Student Owned→   - student beings communication
    - teacher is listener
    - teacher wants to help
    - teacher accepts the problem
    - teacher is interested in the students needs
    - teacher is passive in the problem solving

Teacher Owned→   - teacher begins the communication
    - teacher is a listener
    - teacher sends message
    - teacher seeks to influence the student
    - teacher wants help for herself
    - teacher puts their needs in primary position
    - teacher is more active in the problem solving

When a student's behaviour is unacceptable – 3 options

1. Change student behaviour
2. Change the environment
3. Change yourself

When Teacher has a problem

1. Send a clear message in the form of an "I message"
2. Use non-blaming, non-judgemental description of event and the result of the students actions

I feel _____ when _____(action)_____. I would like _____

Building Relationships

1. Be yourself
2. Be a good listener
3. Use the language of acceptance
4. Identify who owns the problem
5. Resolve the problems through respectful communication, mutually.