It’s a

Good Afternoon
Motivating Students
“Keeping the Light On”

THE CENTER FOR EXCELLENCE IN TEACHING, LEARNING & ASSESSMENT
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Objectives

1. To define motivation from an educational perspective
2. To review several theoretical perspectives on motivation
3. To identify factors affecting the learning process
4. To examine factors that motivate educators
5. To describe the eight (8) major motivating variables identified by college students
6. To identify five (5) critical components involved in motivating students to learn
7. To develop a model that incorporates basic several strategies that can be utilized “Bring out the Best in Students”
PHASE I:
Motivation in General: “Up Close & Personal”

PHASE II:
Motivation in Context: “Ain’t Nothing Like the Real Thing”

PHASE III:
Motivation in Motion: “Who turned the Lights On?”

Summary & Closing
PHASE I

“Up Close & Personal”

Basic Perspectives on Motivation
Definitions

Motivation

• That which activate or empowers human behavior
• That which directs or channels behavior
• How behavior is maintained & sustained

(Steers & Porter, 1998)
Theoretical Perspectives

• Hull (1952) (Extrinsic-Intrinsic)
  – Nature of the experience determines the nature of future activity
  – Factors within or outside of the individual that affect future activity

• Maslow (1954)
  – Hierarchy of Needs

• McClelland (1984)
  – Trichotomy of Needs
Maslow’s Hierarchy of Needs

- Self Actualization
- Status (Esteem)
- Social (Belonging)
- Safety (Security)
- Survival (Physiological)
McClelland’s Trichotomy of Needs

- The Need to Achieve
- The Need for Affiliation
- The Need for Power
Factors in the Learning Environment that Affect Motivation

- **WHO – The Characters**
  (Professor-TA/Jr./Sr.; Students-Undergrad/Grad)

- **WHEN – The Timing**
  (Semester-Beg/Mid/End; Season; AM/PM)

- **WHERE – The Setting**
  (Auditorium; Tech Room; Conference room; Group)

- **WHAT – The Content**
  (Subject matter; Core/Seminar; Undergrad/Grad; Level-Beg./Adv; Theoretical/Pragmatic)

- **WHY – The Purpose**
  (General Req./Major; Elective/ Cognate; Research/ Professional)

- **HOW – The Process**
  (Lecture, Seminar, Breakout groups)
PHASE II

Motivation in Context

“Ain’t Nothing Like the Real Thing”

Preparing the Foundation for Progress
Motivating Forces: From the Inside Out

“One who motivates others must first be motivated”

• Defining our role as educators
• Understanding our own motives
  – Roots of our motivation
  – Purpose and motivation
  – Focus of our motivation
Preparing the Foundation for Progress

• Identifying Differences in Levels of Motivation
  – Restorative - Below expected level to beginner
  – Initiative - From beginning learner upward
  – Progressive - Expected level upward
  – Challenge – Above average and beyond
Preparing the Foundation for Progress

Identifying Differences in Learning Styles

- Visual
- Auditory
- Kinesthetic
- Logical
- Verbal
Preparing the Foundation for Progress

• Identifying Differences in Expectations
  – Qualities most professors want
  vs
  – Qualities most students want
What College Students Say Motivate Them

The “Great Eight”

1. Enthusiastic Teachers
2. Relevant Materials
3. Organized Presentations &
4. Appropriate Difficulty level of subject matter
5. Opportunities for Active involvement
6. Variety in Teaching Methods
7. Rapport with Teacher
8. Appropriate (Reasonable) Exams

Edmund Sass (1989)
Motivation in Motion:

“Who Turned on the Lights?”

A Model of Strategies for Motivating Students
A Five-fold Approach to Motivating Students

- Character
- Content
- Communication
- Climate
- Concern
A Five-fold Approach to Motivating Students

• CHARACTER- Who You are
  – Be Professional
  – Be Personal
  – Be Knowledgeable
  – Be Consistent
  – Be Ethical
  – Be Organized
A Five-fold Approach to Motivating Students

• CONTENT—What You Teach
  – Relevant
  – Balanced (Difficulty)
  – Clear Expectations
  – Reasonable exams/assignments
  – Numerous applications/examples
  – Progressive
A Five-fold Approach to Motivating Students

COMMUNICATION - How you Teach

- Interpersonal/Public
  - Student focus
  - Establish relationships
  - Two-way talk
  - Listening Learner
COMMUNICATION - How you Teach

- Verbal
  - Clear/Concise
  - Engaging
  - Creative
  - Intentional
  - Confirming yet challenging
  - MiniMAX System
A Five-fold Approach to Motivating Students

COMMUNICATION-How you Teach

• Non-Verbal
  – Expressive
  – Varied
  – Appealing
  – Appropriate
  – Welcoming
  – Respectful
A Five-fold Approach to Motivating Students

• CLIMATE—Where you Teach
  – Physical
    • Clean
    • Best logistics for class
    • Comfortable
    • Location
A Five-fold Approach to Motivating Students

• CLIMATE - Where you Teach
  – Psycho-Social
    • Open environment
    • Opportunities for feedback/interaction
    • Positive atmosphere
    • Traditional and Non-traditional Reward Systems
A Five-fold Approach to Motivating Students

• CONCERN- WHY you Teach
  – Positive Attitude
  – Sensitive Spirit
  – Appreciate Differences
  – Desire to Grow
  – Commitment to the Community
  – Love for Education and Students
  – Care about the University
Summary of Strategies

• Be the best person that You can Be
• Learn as much about your subject matter and your students as possible
• Use the most effective communication methods
• Make every attempt to establish an atmosphere conducive to learning
• Strive to maintain a sincere concern and commitment toward
• Believe in yourself and your calling to teach.
A Five-fold Model Approach to Motivating Students

Everybody is a Star!!!

Concern

Climate

Character

Content

Communication
Summary

- Definitions
- Theoretical Perspectives
- Motivational Factors affecting the Learning Environment
- Motivating Forces: From the Inside Out
- Preparing the Foundation for Learning
- The Eight Major Motivators for Students
- A Five Fold Model for Motivating Students
Conclusion

- Questions
- Responses

THANK YOU!!!!!