



Give pupils the opportunity
to excell.

*How to create the conditions
to motivate, inspire, stimulate
pupils?*

Vincent Donche
Research group EduBRON
Institute of Education and Information Sciences
University of Antwerp, Belgium
vincent.donche@ua.ac.be ; www.ua.ac.be/vincent.donche
www.ua.ac.be/www.edubron.be



Overview of this session

1. Why pupils want to learn
2. Conditions that motivate, inspire and stimulate learning
3. How to evaluate these conditions?

Reactions and debate



Why pupils want to learn

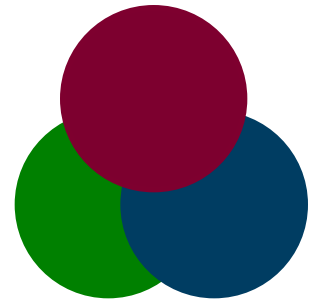
- Because...
 - Innate habit of the homo sapiens (to survive)
 - Eagerness to learn (from birth)
 - They want to know, to achieve, gain pleasure
 - They are interested in the content
 - They know they are good in learning and are rewarded

=> Not all pupils are that eager to learn...



Why pupils want to learn

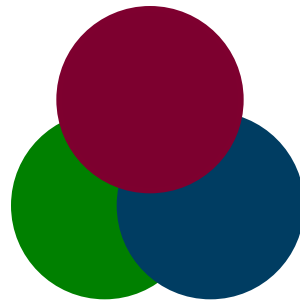
- Three main strands of motivation research
 - A. Research on study motivation
 - B. Research on study interest
 - C. Research on self-efficacy of learning
- => A partly overlapping and complementary framework to better understand why pupils want to learn





Why pupils want to learn

- A. Research on study motivation
 - Intrinsic versus extrinsic motivation (Pintrich & Schunk, 2002)
 - Self-determination theory (Deci & Ryan, 2002)
 - Achievement goal theory (Ames, 1992)





Why pupils want to learn

Figure 1: Dimensions of motivation according to Self-determination theory

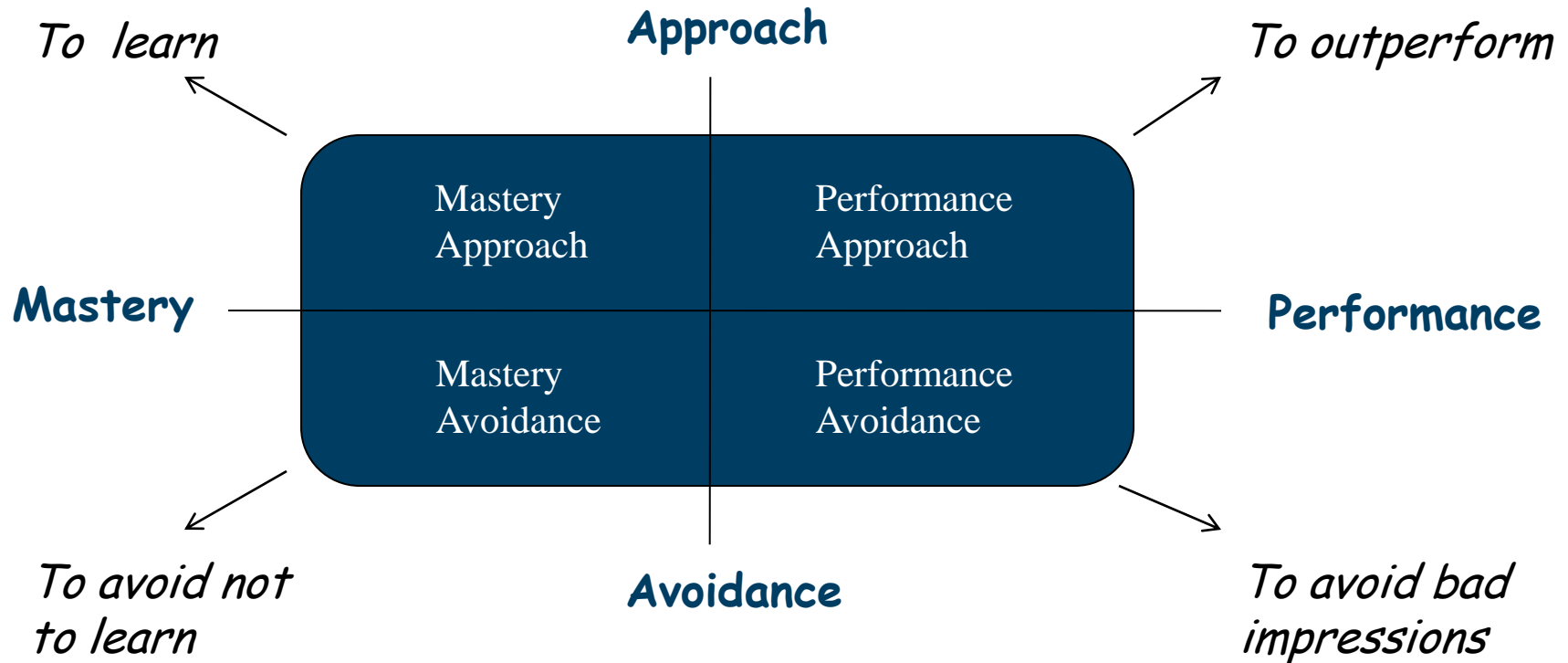
	<i>Amotivation</i>	<i>External regulation</i>	<i>Introjected regulation</i>	<i>Identified regulation</i>	<i>Intrinsic regulation</i>
<i>Motivational quality</i>	Low	High	High	High	High
<i>Motivational Force</i>	Discouragement Helplessness	Reward, punishment	Guilt, shame, pride	Personal value and relevance	Enjoyment and interest
<i>Internalization</i>	No	No	Partial	Almost full	Not required
<i>Underlying emotions</i>	Apathy	Stress	Stress	Volition and freedom	Volition and freedom
<i>Type of Motivation</i>	Amotivation	Extrinsic	Extrinsic	Extrinsic	Intrinsic

Controlled Motivation

Autonomous Motivation



Why pupils want to learn





Why pupils want to learn

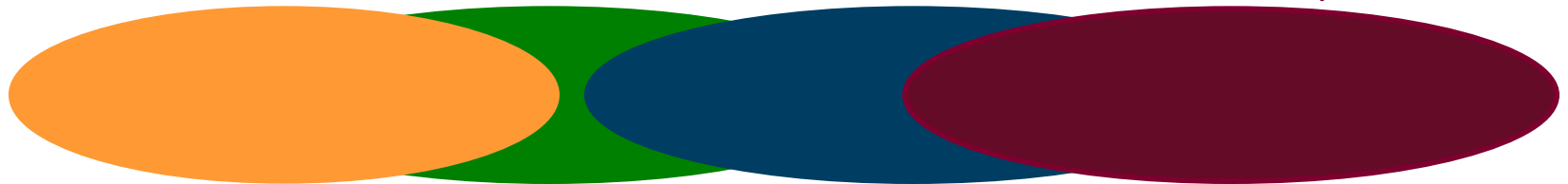
- B. Research on study interest
 - Content related positive feelings and values (Hidi, 2006)
 - Situational interest and personal interest (Schiefele, 1991)
 - Development of interest (Hidi & Reninger, 2006)

Triggered
Situational interest

Maintained
interest

Emerging personal
interest

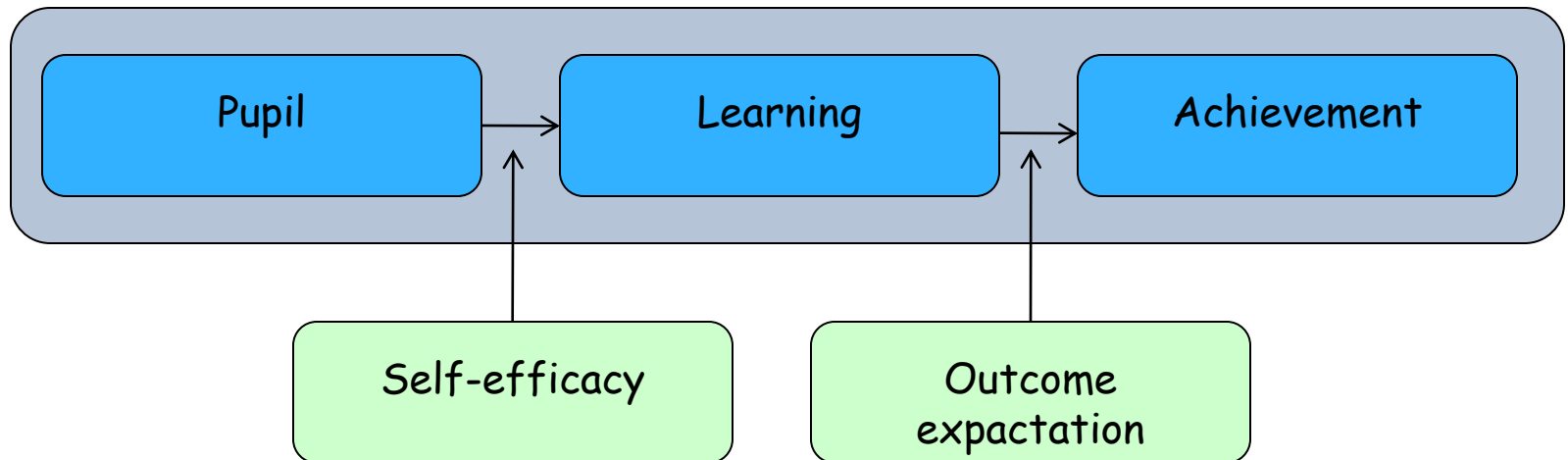
Well-developed
personal interest





Why pupils want to learn

- C. Research on self-efficacy (Bandura, 1997)
 - One's belief of being capable of performing a behaviour
 - Expected benefits and costs of that behaviour (outcome expectations)





Why pupils want to learn

- Three main answers from motivation research
 - A. Because of their stimulating personal drives and goals to be achieved
 - B. Because they are triggered or personally interested in the contents
 - C. Because they feel confident about the quality of their learning and outcomes



Overview of this session

1. Why pupils want to learn
2. **Conditions that motivate, inspire and stimulate learning**
3. How to evaluate these conditions?

Reactions and debate



Conditions that motivate...

- In search of the evidence base of conditions
 - Systematic literature study of educational research databases (Web of science, Ebscohost, ERIC, ...)
 - Contacting experts (grey literature)
 - 40 review studies and selected handbooks
 - Snowball method (other key references)
 - Scientific criteria (e.g. systematic, reliability, validity and transparency)



Conditions that motivate...

PUPIL LEVEL

- Socio-cultural background
- Social skills and wellbeing (social persuasions)

CLASSROOM LEVEL

- Good interpersonal relationship between teacher and pupil
- A safe classroom and learning climate (connectedness and cooperation)
- Transparency and nature of the learning goals
- Teaching approach directed to autonomy support
- Provision of clear goal setting and structure within learning environments
- Triggering and developing interest of pupils
- Differentiation and scaffolding learners
- Use of feedback and rewards
- Awareness of conceptions of learning, conceptions of pupils, and one's self

SCHOOL LEVEL

- Influences of school context (school size and safety)
- Influences of school culture (school team and shared goal setting)



How to create...

- *10 evidence based teacher principles*
 1. Keep working on a positive relationship with your pupils
 - through empathy, authenticity and active listening
 2. Create a safe learning climate
 - by setting boundaries and creating connectedness
 3. Choose subjects, methods and activities that can trigger as much as possible the interest of pupils
 - Connect with present interests of pupils
 - Trigger interest of the subject



How to create...

- *10 evidence based teacher principles*
 4. Help pupils to get connected with learning subjects
 - Especially when spontaneous interest is lacking
 5. Listen in a authentic way to pupils and be open to resistance and negative emotions of pupils
 - Using strategies to cope with resistance
 - Reward efforts and be open for experiences of injustice
 - through empathy, authenticity and active listening
 6. Choose autonomy supportive rather than controlling language
 - Avoid shame inducing/controlling language



How to create...

- *10 evidence based teacher principles*
 7. Structure your lessons and clarify learning goals
 - Use of study guides and open learning materials
 - Increase of autonomy and self-regulation
 8. Offer challenging learning tasks that are reachables
 - Zone of 'proximal development' (Vygotsky)
 - Increasing experiences of study succes
 - Take learners seriously
 9. Give feedback on what pupils do and how they can reach the learning goals
 - Avoid negative feedback, use positive feedback and appreciation



How to create...

- *10 evidence based teacher principles*
 10. Self-awareness of your own needs, interests, and professional drive
 - Reflect on the values you find important when teaching
 - Be flexible in your own teaching approach
 - Be supportive for other colleagues
 - Stay involved with colleagues and school team
 - Stay informed about other/new perspectives
 - Be aware of your own motivational drive



Overview of this session

1. Why pupils want to learn
2. Conditions to motivate, inspire and stimulate learning
3. How to evaluate these conditions?

Reactions and debate



How to evaluate these conditions?

- Review study
 - focus on primary process of learning and teaching
 - Teachers as agents of change
 - School conditions and pupil background
 - 10 practice oriented principles
 - *"the proof of the pudding is in the eating"*
 - *Best practices not always transferable*
 - *How to evaluate these conditions?*



How to evaluate these conditions?

- **Threefold perspective**
 - Raise self-awareness among pupils about their own motivational drive and learning quality through self-evaluation or monitoring tools
 - Evaluate classroom practices through practitioner research and the use of feedback of pupils
 - Provide resources for scientific research and networking

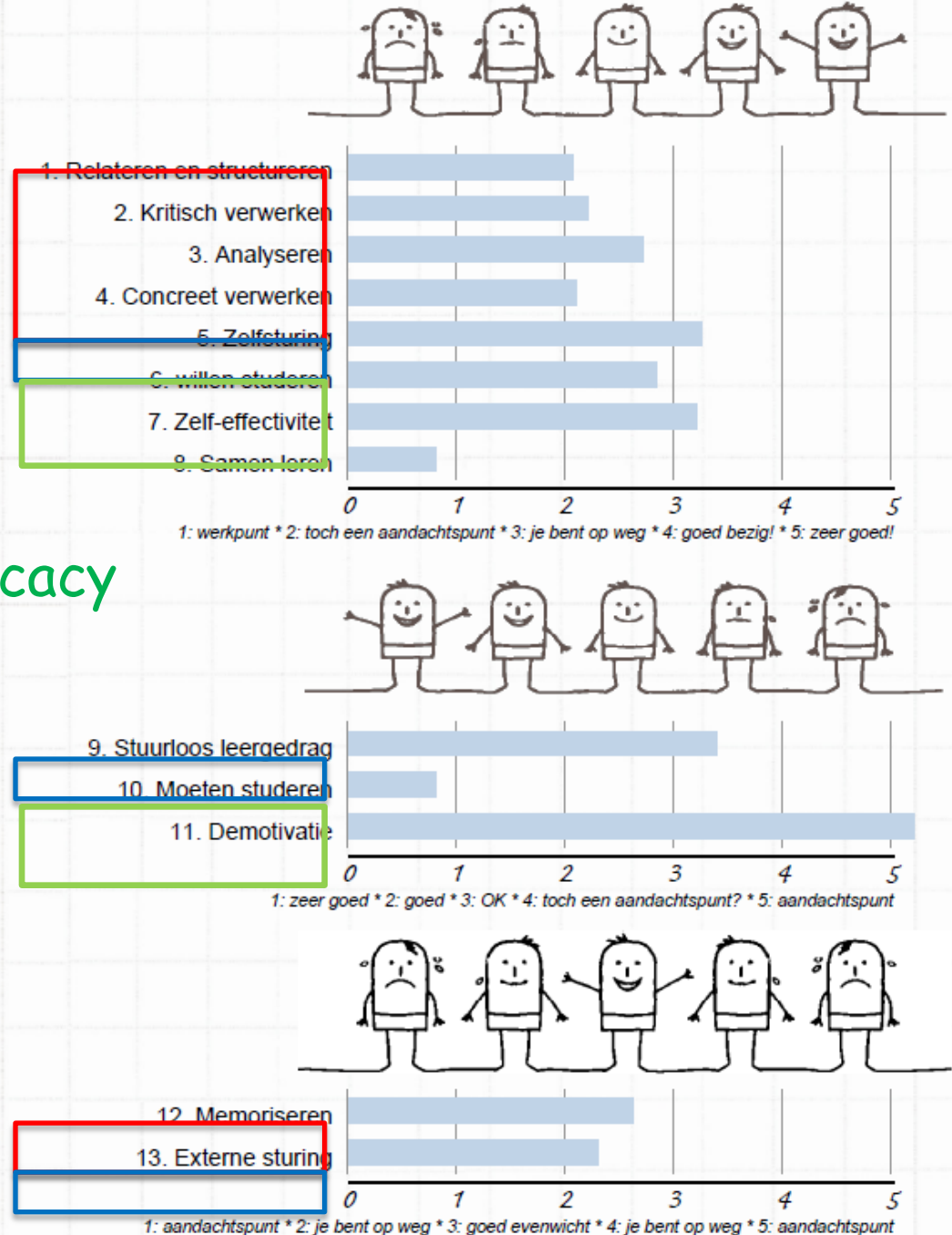


On-line self-report & Feedback

- Motivation & Self-efficacy
- Regulation strategies
- Cognitive strategies

www.goleweb.eu

Universiteit Antwerpen



Practitioner research and networking

*7 university colleges
2 research groups
5 secondary schools*

*Feedback tools
Coaching materials*

*65 secondary schools
45.000 respondents*

Goesting in Leren en Werken 'Enthusiasm for learning and working'





Thanks for your attention !

- *Why pupils want to learn*
- *Conditions that motivate, inspire and stimulate learning*
- *How to evaluate these conditions?*

Reactions and debate

