

How Motivation Affects Learning and Behavior

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When it comes to art, Anya is highly motivated. We can reasonably draw this conclusion based on her close attention in class, her eagerness to draw whenever she can, and her career goal. Motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities (Fredricks, Blumenfeld, & Paris, 2004; Maehr & Meyer, 2004; Reeve, 2006).

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects. Another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office. Still another may be focused on athletics, excelling in physical education classes, playing or watching sports most afternoons and weekends, and faithfully following a physical fitness regimen. Yet another student—perhaps because of an undetected learning disability, a shy temperament, or a seemingly uncoordinated body—may be motivated to avoid academics, social situations, or athletic activities.

When Anya comes to school each day, she brings her strong interest in art with her. But motivation is not necessarily something that learners bring to school; it can also arise from environmental conditions at school. When we talk about how the environment can enhance a learner's motivation to learn particular things or behave in particular ways, we are talking about situated motivation (Paris & Turner, 1994; Rueda & Moll, 1994). In the pages to come, we'll find that as teachers, we can do many things to motivate students to learn and behave in ways that promote their long-term success and productivity.

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Motivation has several effects on students' learning and behavior:

- *Motivation directs behavior toward particular goals.* As we discovered in Chapter 10, social cognitive theorists propose that individuals set goals for themselves and direct their behavior accordingly. Motivation determines the specific goals toward which learners strive (Maehr & Meyer, 1997; Pintrich et al., 1993). Thus, it affects the choices students make—for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends.

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David A. Bedworth, Albert E. Bedworth

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ECEL2015-14th European Conference on e-Learning, Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Pro fessor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Tech nology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning www.ejel.org

Primary English for Trainee Teachers David Waugh,Wendy Jolliffe,Kate Allott,2017-03-25 What do trainee teachers need to know about English to teach it effectively in primary schools How do children learn English and how can students teach it What does a good primary English lesson look like Answering these important questions and more this new edition covers all areas of the new National Curriculum for primary English By offering insight into effective teaching it helps students connect what they need to teach to how it can be taught This book opens up opportunities in the new curriculum for creative and imaginative teaching and covers all areas of children s literacy from poetry and literature to SPAG Case studies of teaching are used as a starting point for learning and guidance on practical teaching strategies is included throughout Now comes with A new chapter on Multi modal texts A new chapter on Mastery in English

Duoethnography in English Language Teaching Robert J. Lowe,Luke Lawrence,2020-02-05 This book sets out duoethnography as a method of research reflective practice and as a pedagogical approach in English Language Teaching ELT The book provides an introduction to the history of duoethnography and lays out its theoretical foundations The chapters then address duoethnography as a research method which can be used to explore critical and personal issues among ELT teachers discuss how duoethnography as a reflective

practice can aid teachers in understanding themselves their colleagues or their context and demonstrate how duoethnography can be used as a pedagogical tool in ELT classrooms The chapters are a range of duoethnographies from established and emerging researchers and teachers which explore the interplay between cultural discourses and life histories with a focus on ELT in Japan

Educational Psychology Jeanne Ellis Ormrod,2000 This widely used book is known for its exceptionally clear and engaging writing its in depth focus on learning and its extensive concrete applications Its unique approach helps readers understand concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers The book concentrates on core concepts and principles and gives readers an in depth understanding of the central ideas of educational psychology More coverage of learning than any other introductory educational psychology book This book contains unique integrated coverage of diversity and inclusion and offers readers an opportunity to apply their knowledge of ed psych in an authentic context while strengthening their skills in assessment For professionals in the field of Educational Psychology

Motivating Struggling Learners Barbara R. Blackburn,2015-06-19 Every day teachers face the challenge of motivating struggling learners In this must have book Barbara R Blackburn author of the bestseller Rigor Is Not a Four Letter Word shares how you can finally solve this problem and make your classroom a rigorous place where all students want to succeed You ll learn practical strategies for understanding extrinsic and intrinsic motivation building a trusting relationship with students using praise and positive feedback effectively empowering students and helping them own their learning moving students toward a growth mindset communicating high expectations for students engaging all students in your lessons scaffolding so all students will want to improve helping students be resilient and not fear failure and celebrating diverse groups of students Each chapter is filled with a variety of examples and tools that you can use immediately Bonus Many of the tools are also available as free eResources on our website www.routledge.com 9781138792432 so you can easily download and print them for classroom use

Health Education David A. Bedworth,Albert E. Bedworth,1978 *Division of Education, Psychology, and Allied Fields* University of Wisconsin. Graduate School,1924

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