



Engagement and Motivation
Growing capacity from Boys to Men

Key steps to consider for success in
our adolescent learners

Dr Brad Merrick

Director of Research in Learning and the Barker Institute

www.barkerinstitute.com.au

@bradmerrick



What motivated you to come along tonight?

The social opportunity?

The chance to learn?

A possible glass of wine?

Personal interest?

Desire to provide the best learning for your son?

Think-pair-share with someone nearby for 2-3 minutes

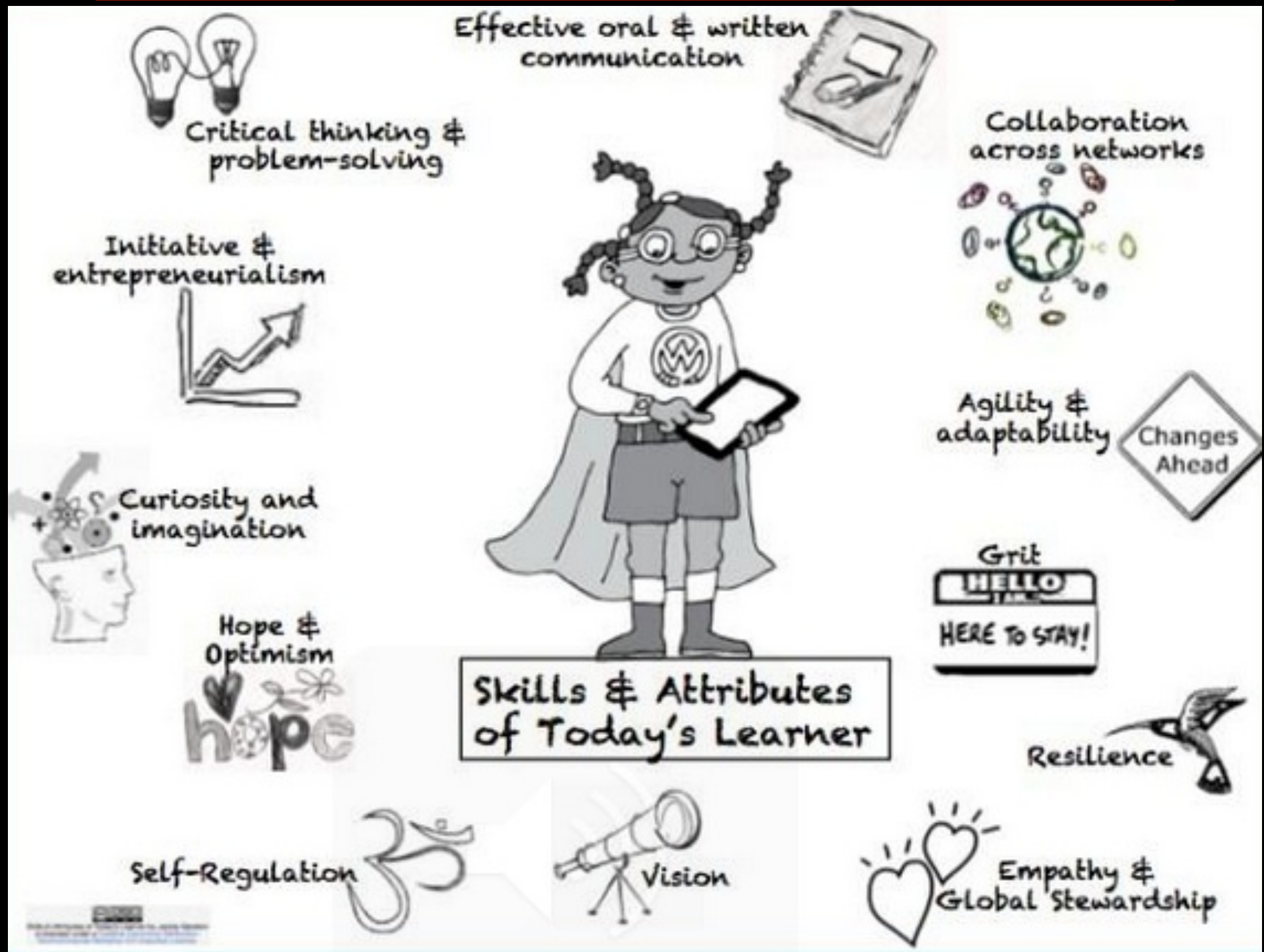
“Motivation for a child”

mo·ti·va·tion is the driving desire behind all action and is the precursor and cornerstone to learning. It is no exaggeration to say that children have boundless energy for living and learning. From an evolutionary perspective, behaviors that are important for survival (like eating or reproducing) must be pleasurable to do in and of themselves. Young children *survive* by exploring their world via manipulation, locomotion, language, and social interaction. But they also love doing these things. The immediate satisfaction of "being good at" something also has adaptive significance for cognitive growth. To motivate children and keep them primed for the best learning possible, we must understand how motivation to learn develops.

The 21st Century Learner

<https://www.youtube.com/watch?v=Ax5cNlutAys>

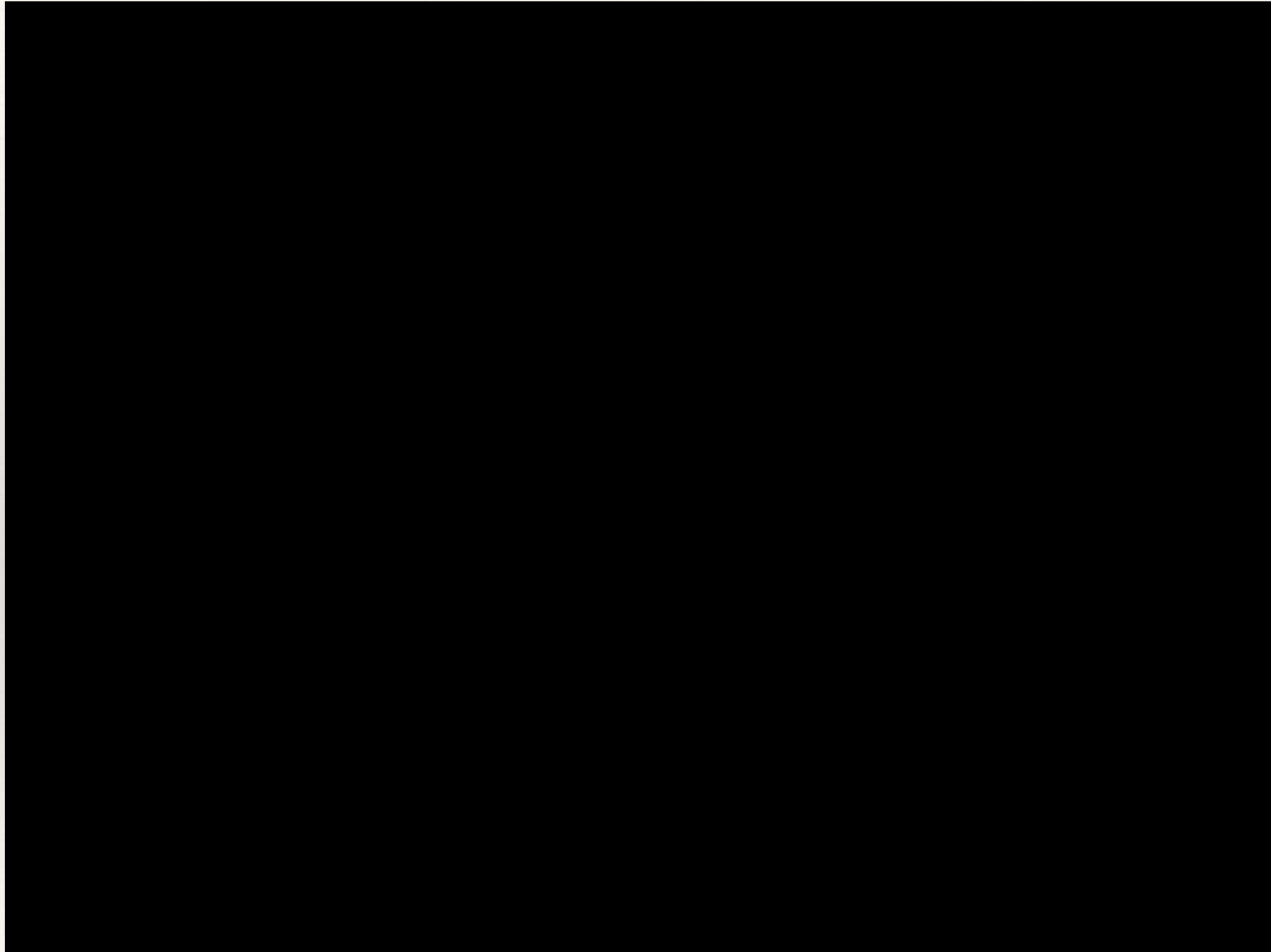
THE 21ST CENTURY STUDENT

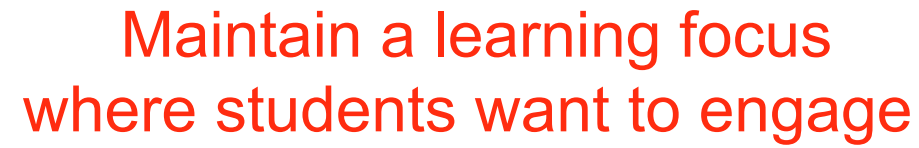


Brad Merrick @bradmerrick · Feb 15

"@Edudemic: The 12 Must-Have Skills Of Modern Learners #21stedchat
#criticalthinking pic.twitter.com/sQ2eMmGc1a" @BarkerResearch
@bradmerrick

Do we always get the full picture?





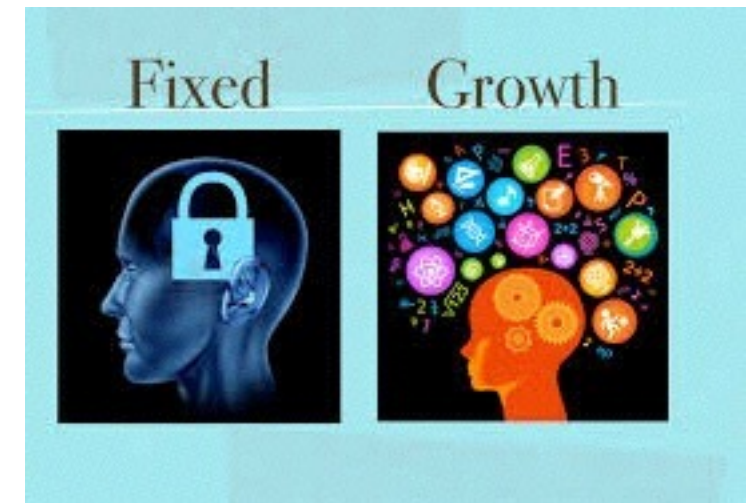
Brookhart, 2011.



Intrinsic v Extrinsic

- **Extrinsic** - Product (results, performances, essays, awards, etc)
- **Intrinsic** - Enjoyment, love of learning, flow, unconscious engagement, in the moment
- The **Motivation** of our students is a key factor in their success and **engagement** in learning (the type of **feedback** we provide and the **mindset** established is critical) - Dweck
- This is driven by the environment (parents) and system culture, i.e. school, administration, external bodies - linked closely to **self-reflection**





FOSTER A GROWTH MINDSET



Carol Dweck
Mindset Theory
2006



Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
• avoid challenges	• embrace challenges
• give up easily due to obstacles	• persist despite obstacles
• see effort as fruitless	• see effort as path to mastery
• ignore useful feedback	• learn from criticism
• be threatened by others' success	• be inspired by others' success

Develop Academic 'self-efficacy' and 'self-regulation'

Foster intrinsic learning and inquiry

Improve capacity through process (not just product)

Encourage your son to fail to get better

Set meaningful - achievable goals

Responsibility for actions and decisions

Make sure you ask the right questions and rewards the right type of behaviour!!

Grit and resilience are key!

Increased **Self-belief** is directly linked to **Self-Regulation** including **skills such as planning, time management, monitoring, goal orientation etc**

BELIEFS LINKED TO SELF-REGULATION



WHAT IS A BELIEF?

An individual's representation of reality that has enough **personal validity and credibility** to guide behavior and thought

Self-Efficacy continues to be a consistent predictor of student achievement

(Mc Pherson and Mc Cormack, 2006) and Self-Regulated Learning and Behaviour Bandar (1977), Zimmerman (2000)

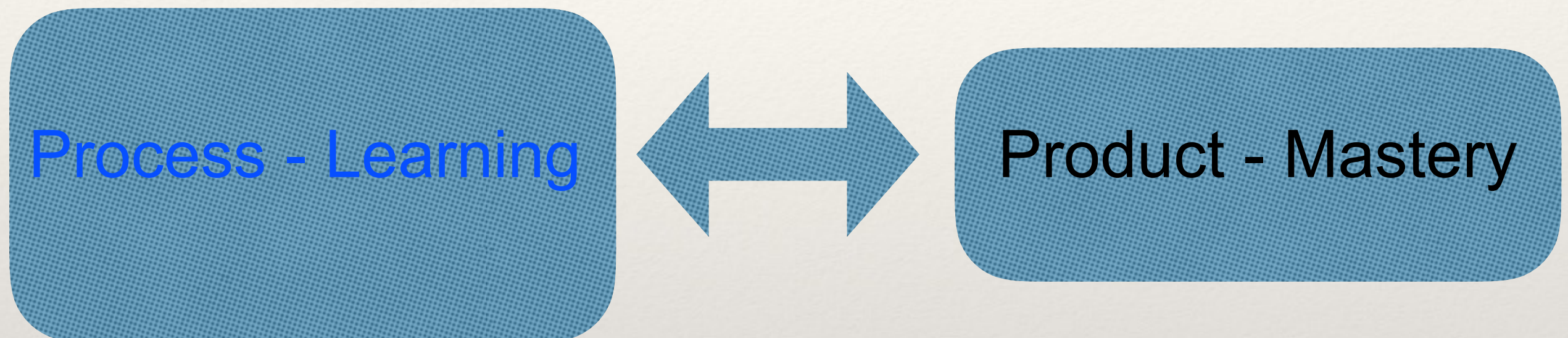
**It's the repetition of affirmations
that lead to belief.**

**And once that belief becomes a deep
conviction, things begin to happen.**

(Muhammad Ali)

Setting the right type of goals

What type of goals are most effective in the long term for success?



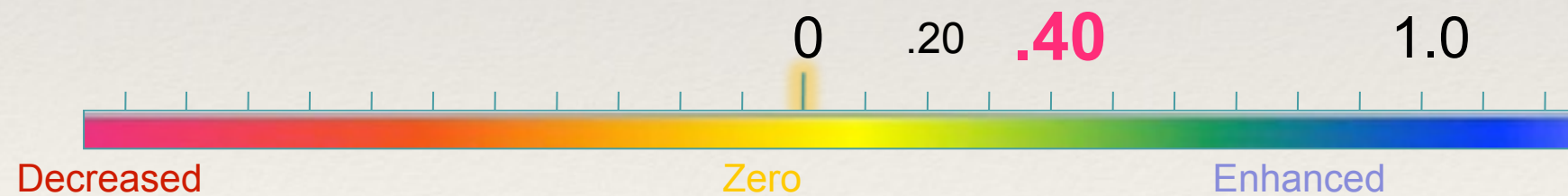
Write their goals down - don't just think them up.
ACTION them!

Sticky notes, wherever they can be seen - encourage
them to think about them regularly!

Effect on Achievement over time?



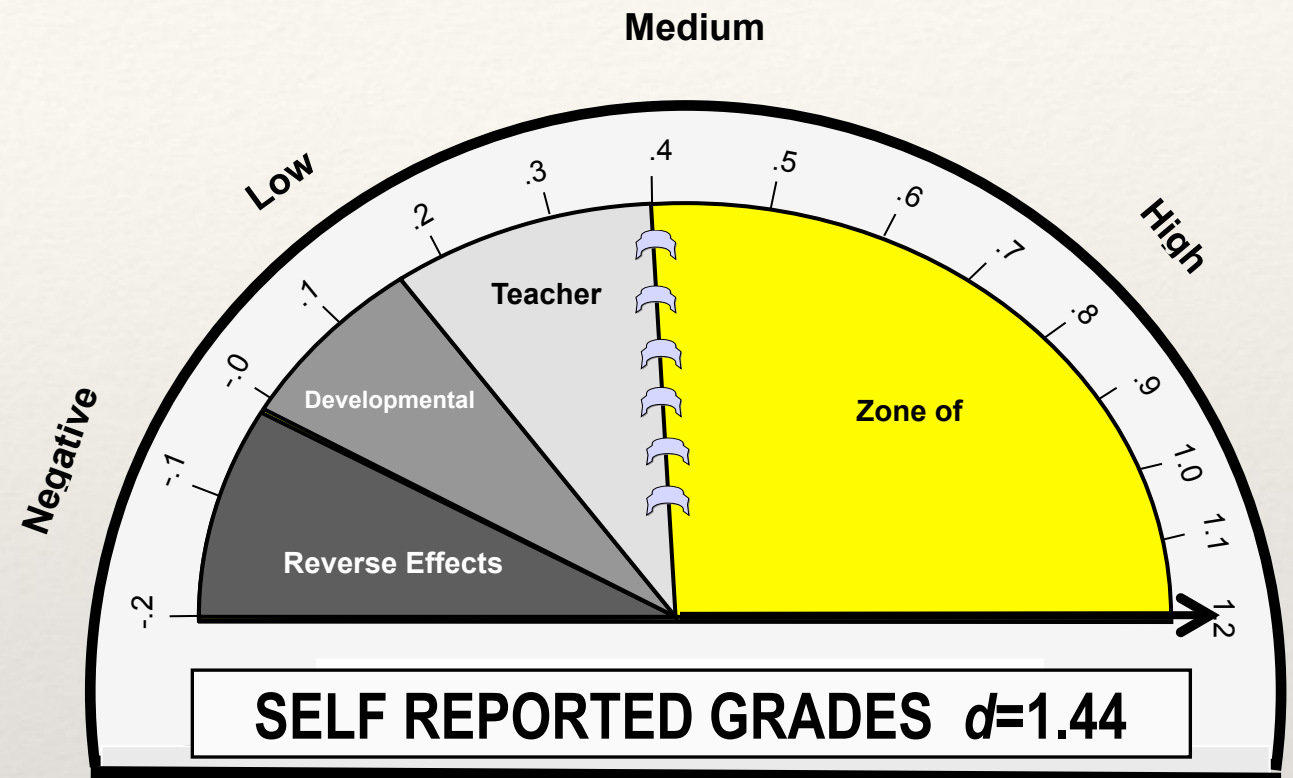
Typical
Effect Size



Self-reflection & Self-assessment

- ❖ Recent educational research has highlighted that one of the most influential variables in student learning is self-reported grades or commonly called (self - assessment).
- ❖ Sophisticated, Advanced, Competent, Inconsistent etc (using a descriptor)
- ❖ rather than just a mark, 80%, A etc

<http://www.visiblelearningplus.com/>



KEY	
Rank	1 st
Number of Meta-analyses	6
Number of Studies	209
Number of Effects	305
Number of People	79,433

Self-reflect and monitor work

- Encourage your son to make each new attempt a little bit better than the last one - the PB model.
- Try to encourage them to see the learning process from different views to unlock a deep understanding of how they can do things best. Times of day, classes we like, types of goals that worked, sticky notes to assist task completion
- Try to encourage your sone to briefly reflect and monitor their learning each day, pick out one thing that went really well, one that is progressing since last time and one that needs further attention. Write a journal - think about thinking
- Watch out for how they are moving - the **DUCK effect**

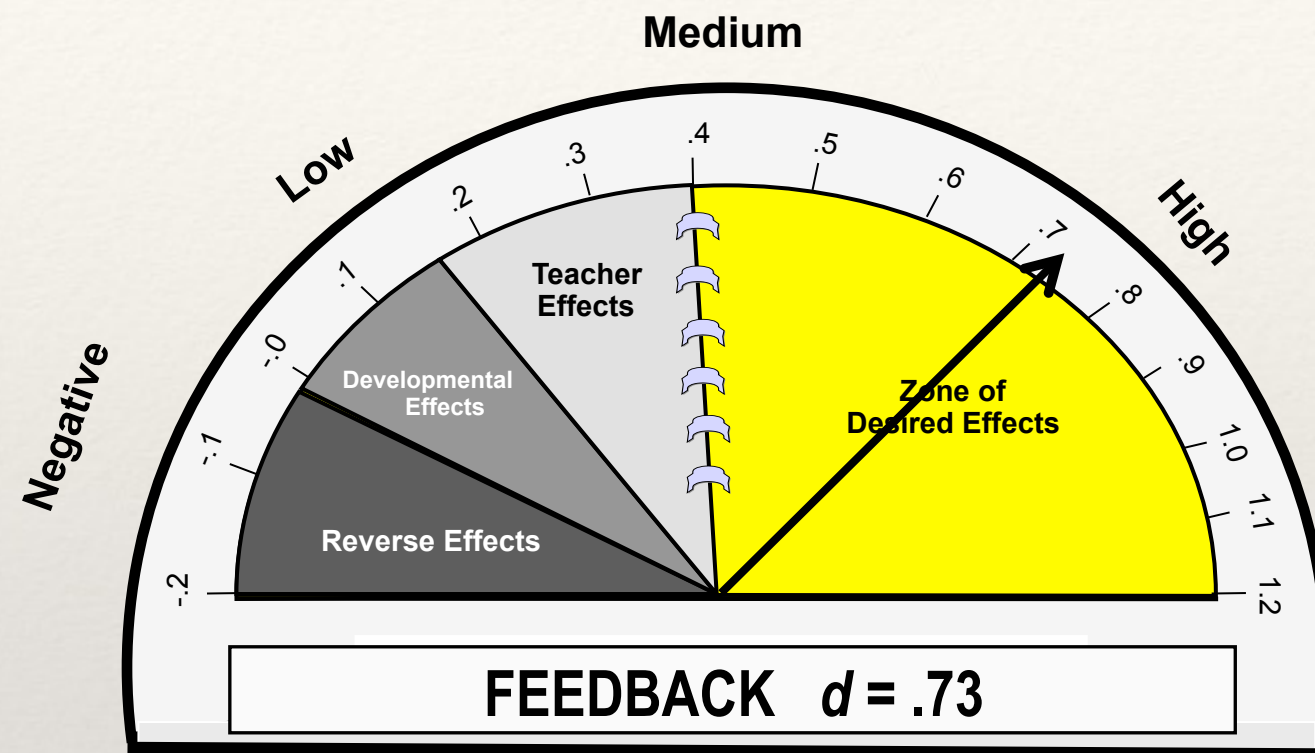


These people all self-assess



And they're the best in their game!

Feedback – the research...



KEY	
Rank	10 th
Number of Meta-analyses	23
Number of Studies	1,287
Number of Effects	2,050
Number of People	67,931

Develop feedback that is

- Goal referenced
- Tangible and transparent
- Actionable
- Clearly understood
- Timely
- Ongoing
- Purposeful
- (not a personal critique or review)

AS PARENTS PLEASE REMEMBER

- ❖ There's a big difference between the provision of 'meaningful' - 'purposeful' feedback and just providing an evaluation or critique!
- ❖ A single comment or experience can impact motivation significantly - gentle steps 'one size doesn't suit all'
- ❖ Look to employ (ongoing) feedback rather than 'one off' (line in the sand) feedback
- ❖ Ongoing success combined with an explanation and acknowledgement of failure will bolster motivation - linked to self-belief

Learn to ask the right questions

Avoid focusing on the 'what?'

**What did I get? marks,
grades, %**

Ask more about the 'why?'

**Why did I only receive....?
Why was it only in the B box?
Please explain where I went wrong.**

Move to the 'how?'

**How can I improve?
Seek specific strategies - revision goals -
skills - understanding**

Then ask the 'show me.'

**Can you show an example of the
type of response that would have
been of a better standard? What
would it look like?**

EI or EQ

5 Components of Emotional Intelligence



Daniel Goleman, "What Makes A Leader", HBR, Nov-Dec 1998

emotional intelligence

noun

the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

"emotional intelligence is the key to both personal and professional success"

SI



Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you.

Focus on others to learn

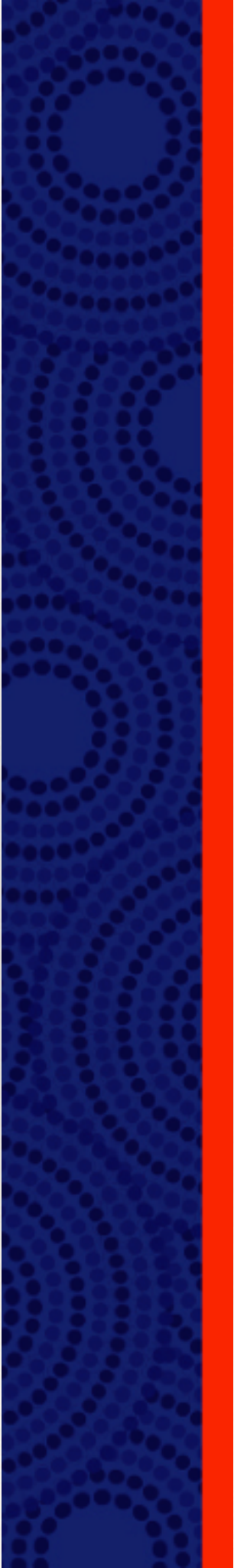
“Self-absorption in all its forms kills empathy, let alone compassion. When we focus on ourselves, our world contracts as our problems and preoccupations loom large. But when we focus on others, our world expands. Our own problems drift to the periphery of the mind and so seem smaller, and we increase our capacity for connection – or compassionate action.”

– Daniel Goleman, *Social Intelligence: The New Science of Human Relationships*

Continuum of Motivation

bit.ly/continuum-motivation





**“We don’t learn from experience, we
learn from reflecting on experience”**

–John Dewey

Please visit the webpage www.barkerinstitute.com.au
for more information or follow us at
@barkerinstitute
@bradmerrick
@pjjheath

