



Engagement and Motivation
Knowing what we do and why is key!

5 steps for success in
our young learners

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What is the purpose of the Barker Institute?



Professional Learning

Professional learning that is focused on TfU, inquiry, critical thinking and quality student – teacher interactions, fostering a growth mindset for all participants.



Research

Inspired learning that is facilitated through purposeful and collaborative engagement in the latest educational thinking and research.



Innovation

Innovation that is developed through creative approaches to pedagogy, curriculum development, assessment and purposeful integration of emerging technologies.

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 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.

A SCIENTIFIC DEFINITION OF MOTIVATION?

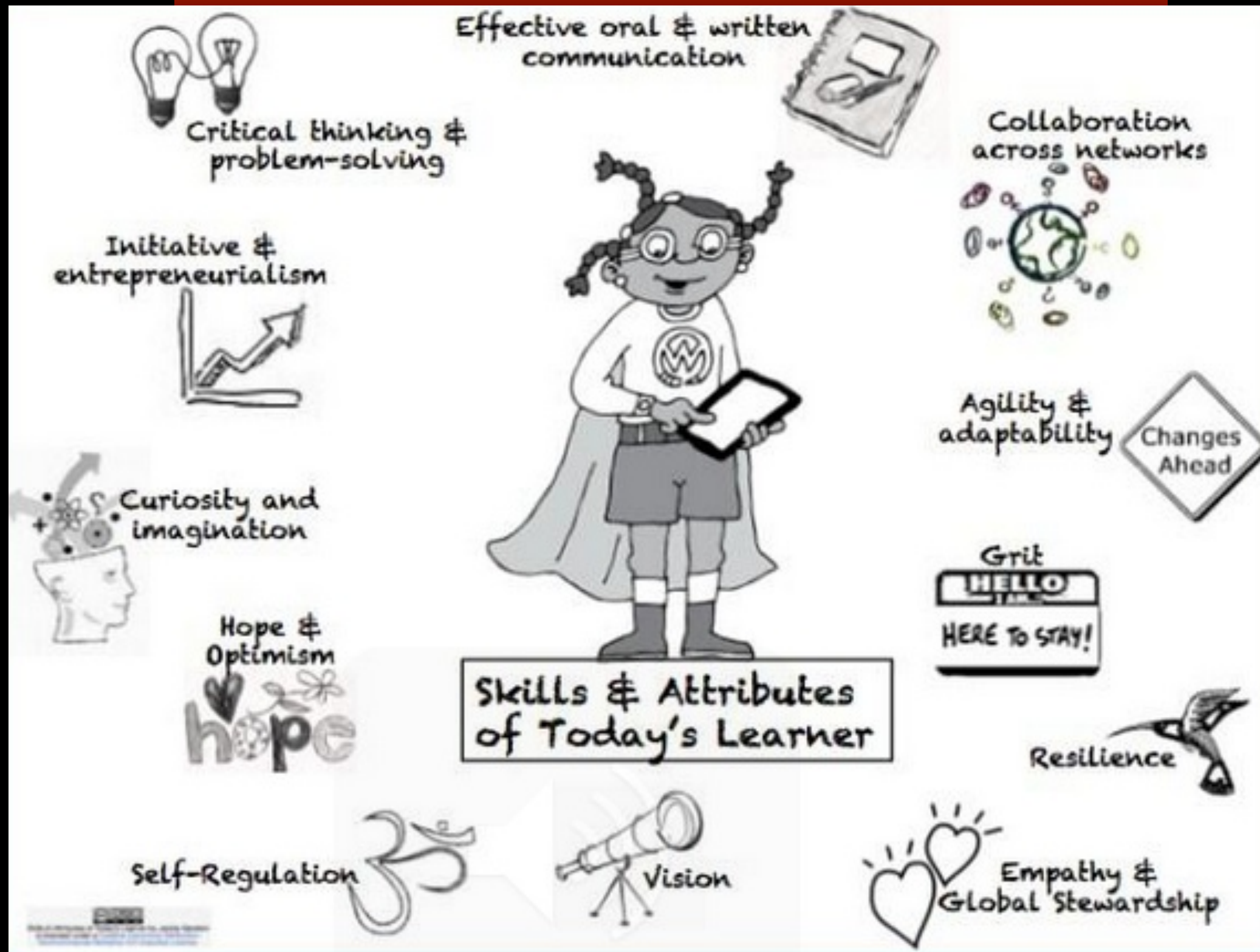
To be motivated means *to be moved* to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon, one that varies from very little motivation to act to a great deal of it.

Yet, even brief reflection suggests that motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of motivation. That is, they vary not only in *level* of motivation (i.e., how much motivation), but also in the *orientation* of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions. As an example, a student can be highly motivated to do homework out of curiosity and interest or, alternatively, because he or she wants to procure the approval of a teacher or parent. A student could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills will yield a good grade and the privileges a good grade affords. In these examples the amount of motivation does not necessarily vary, but the nature and focus of the motivation being evidenced certainly does.

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

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**



Emerging research

John Hattie - Visible Learning (2009)

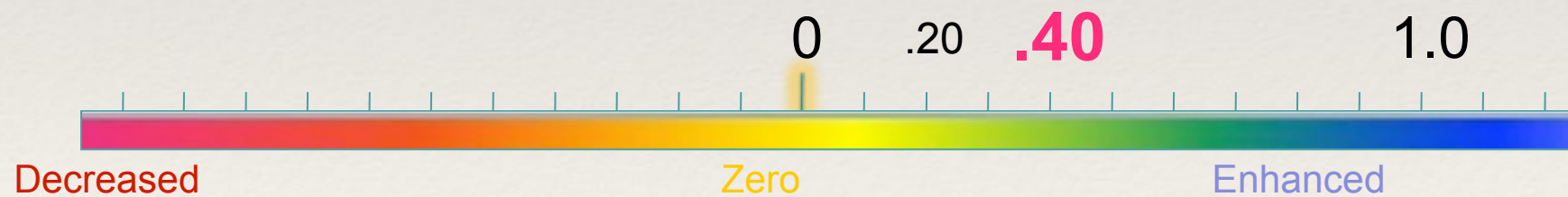
<http://visible-learning.org/hattie-ranking-influences-effect-sizes->



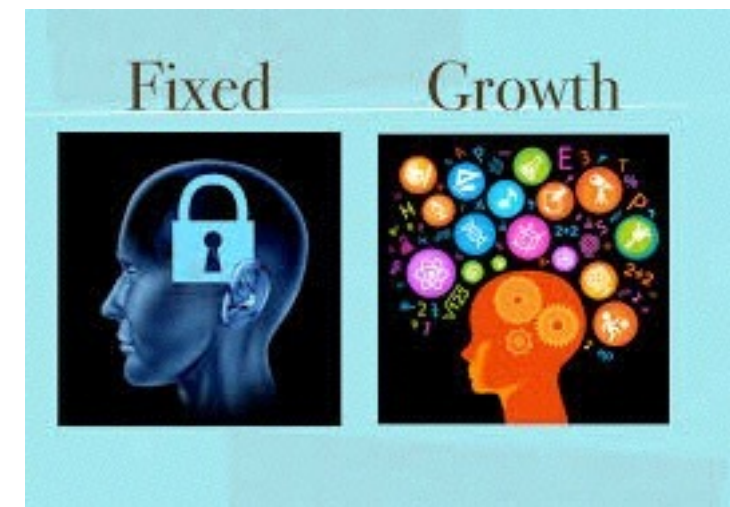
Effect on Achievement over time?



Typical
Effect Size



1



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

Fixed Mind-set

Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

CHALLENGES

...avoid
challenges

OBSTACLES

...give up
easily

EFFORT

...see effort as
fruitless or worse

CRITICISM

...ignore useful
negative feedback

SUCCESS OF OTHERS

...feel threatened
by the success
of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

Growth Mind-set

Intelligence can be developed



Leads to a desire
to learn and
therefore a
tendency to...

...embrace
challenges

...persist in the
face of setbacks

...see effort as
the path to mastery

...learn from
criticism

...find lessons and
inspiration in the
success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

Develop '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**



Maintain a learning focus



Grades are not about what students **earn**,
they are about what students **learn**.

Brookhart, 2011.



SELF-EFFICACY

Marzano- 'Self-efficacy'

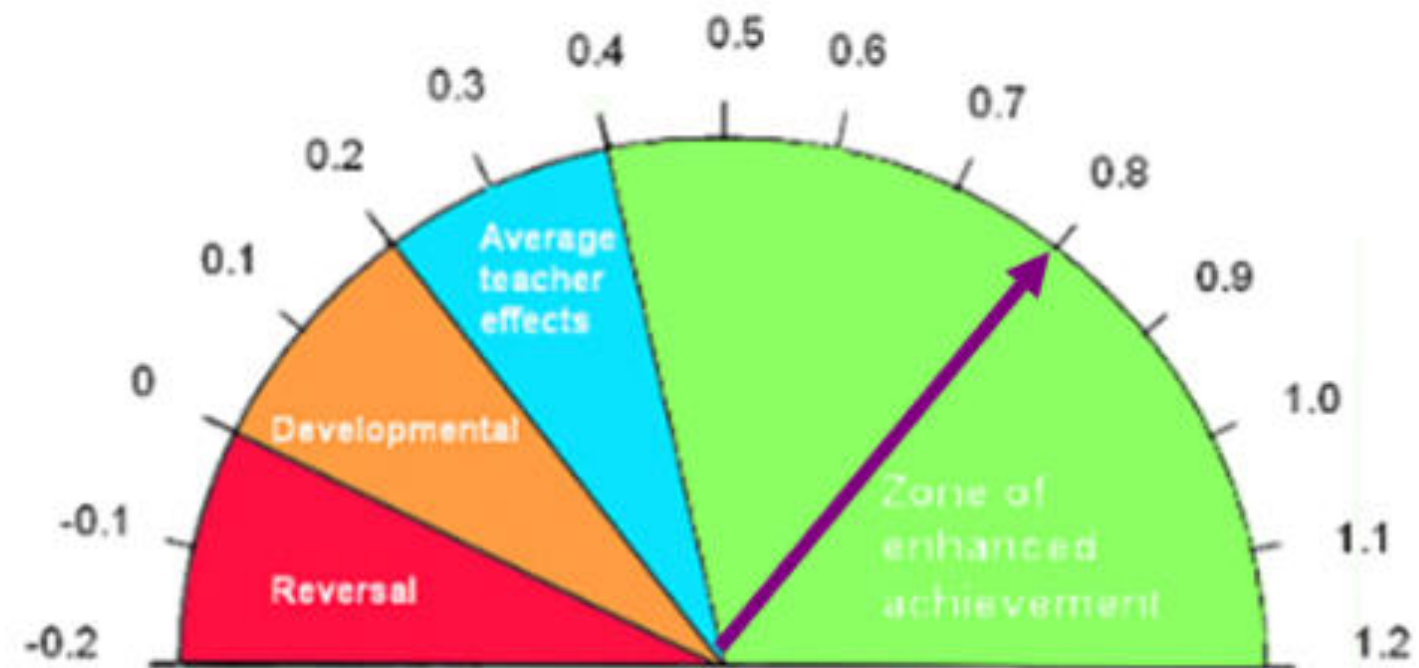
An indication of the power of growth mindset can be gleaned from Marzano's meta-analysis of studies into self-efficacy- teachers persuading students that *if they try they can succeed*.

Petty (2009) indicates an effect size of $d=0.80$ for this, stating that it is most effective when students are actually working on the task, and when they are experiencing difficulty.

I wonder what the effect size of such a strategy would be if you were to test it on a group of learners that you had previously identified as possessing solely fixed mindsets towards the activity they were involved in.

Treatment: Self efficacy

$d=0.80$



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
Bandura (1977), Zimmerman
(2000)

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

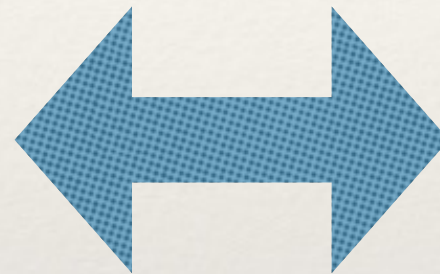
**And once that belief becomes a deep
conviction, things begin to happen.**

(Muhammad Ali)

Setting the right type of goals

What type of goals are most effective in the long term for success and what type of goals do skilful self-regulators employ?

Process - Learning

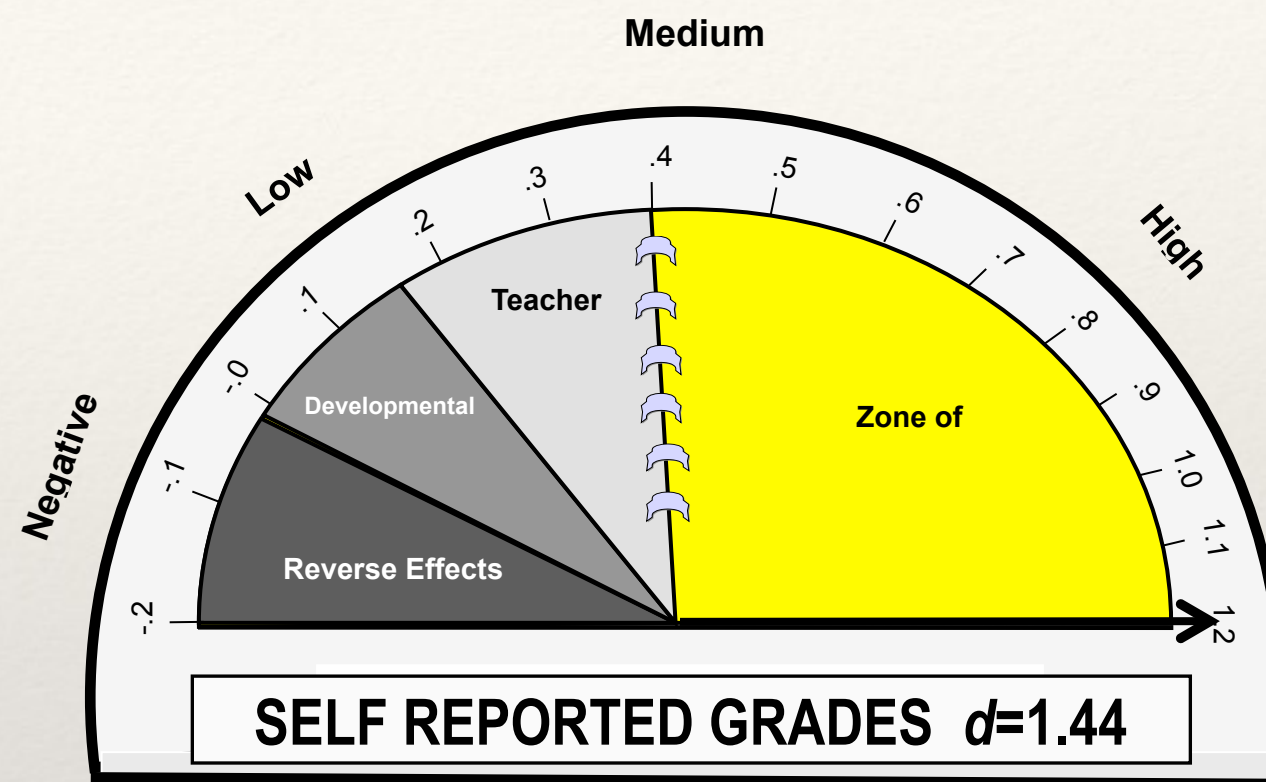


Product - Mastery

Write their goals down - don't just think them up. ACTION them!
Sticky notes, on the door, wherever they can be seen - encourage them think about them regularly!

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



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

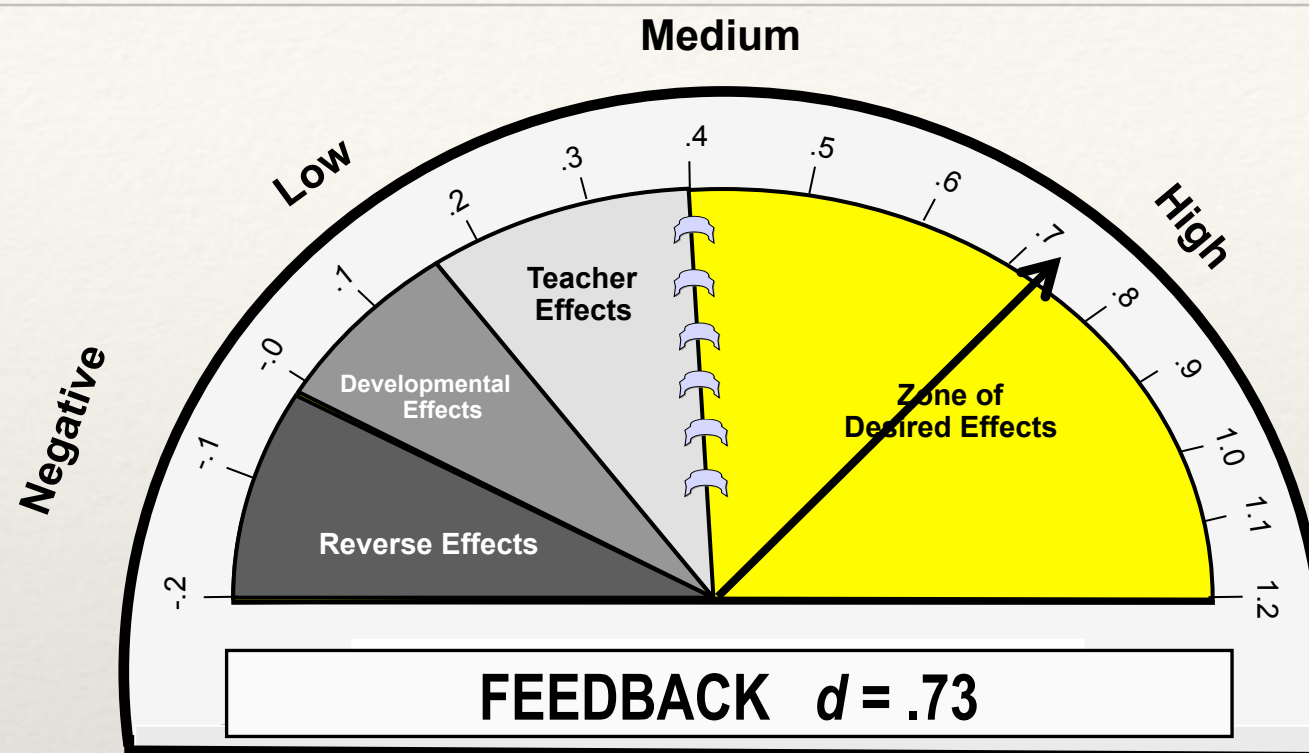
- Encourage your son to make each new attempt a little bit better than the last one - the PB model.
- Humans are never too old or capable to hear, listen to and consider advice.
- Try to encourage them to see the learning process from different views to unlock a deep understanding of how they can do things best. Times of day, classes we like, differentiation
- 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**



Self-reflect and monitor work

- Encourage and help them to check their progress and learning against goals (remember to focus on the **Process** not just the **Product**).
- Encourage the boys to become specific and strategic rather than going through the motions with each task.
- Once they have attained the goal that you set, don't forget to recalibrate and be aspirational in setting future goals.
- Tell them that the reason they succeed is because they monitor, reflect, set goals and practice all the time.
- Encourage them to be honest when they reflect, linking to specific skills or knowledge areas. Good, ongoing self-assessment (**the most powerful factor**) is key to this journey, remember that success won't always happen overnight.
- Learning is a lifelong journey - it never ends.

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

Good Feedback is...

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

5

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?**

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

Continuum of Motivation

bit.ly/continuum-motivation



Encourage him to express his opinion,
talk about his feelings, and make choices.

Show enthusiasm for your child's interests and
encourage him to explore subjects that fascinate him.

Point out the new things you learn with enthusiasm.

Help your child organise his homework and assignments
so he feels in control of his work.

Celebrate achievements, no matter how small.

Focus on strengths, encouraging developing talents.

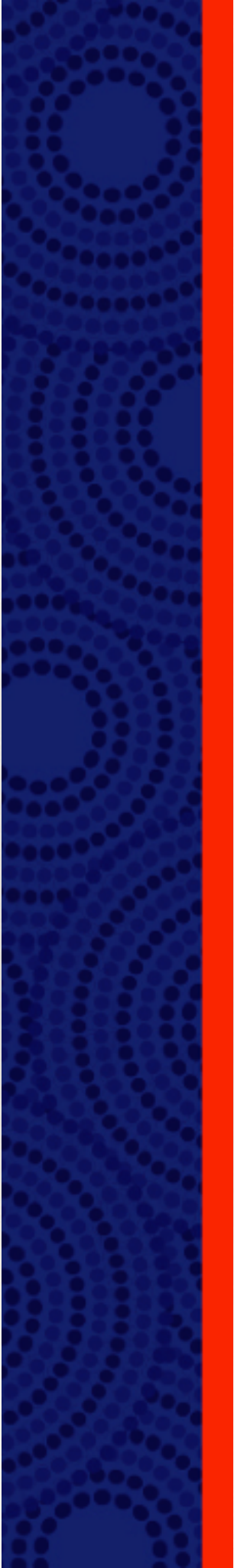
Turn everyday events into learning opportunities.

Some parting thoughts

**“Watch your thoughts, for they become words.
Watch your words, for they become actions.
Watch your actions, for they become habits.
Watch your habits, for they become character.
Watch your character, for it becomes your destiny”**

“Children are in more need of
models than critics”

Joseph Joubert



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

–John Dewey



Questions or Comments





Thanks for attending

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