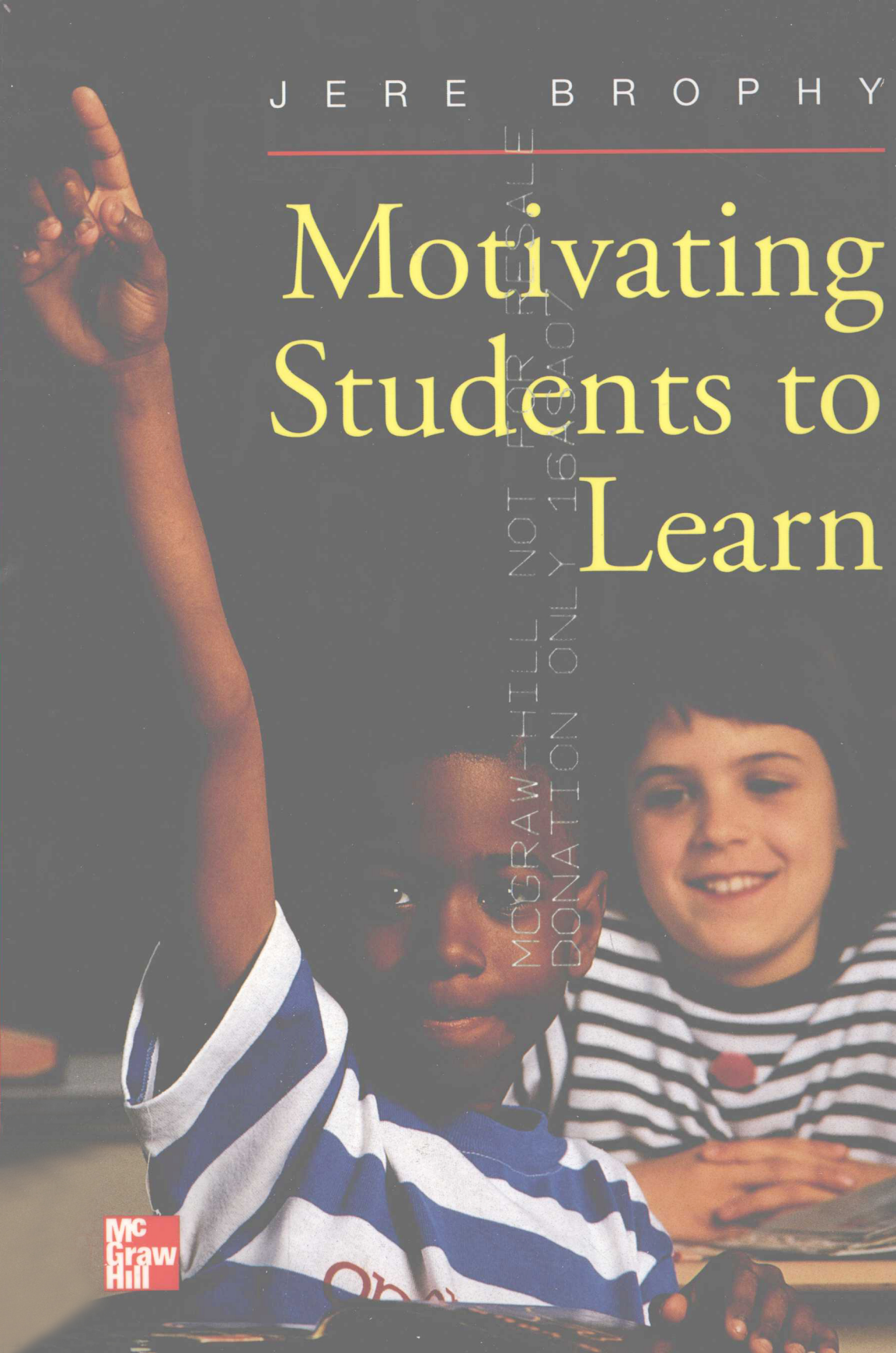


J E R E B R O P H Y

Motivating Students to Learn

MC G R A W - H I L L N O T F O R R E S A L E
D O N A T I O N O N L Y 1 6 7 9 4 0 7

Mc
Graw
Hill



Motivating Students to Learn

Jere Brophy
Michigan State University



Boston, Massachusetts Burr Ridge, Illinois Dubuque Iowa
Madison, Wisconsin New York, New York San Francisco, California St. Louis, Missouri

McGraw-Hill

A Division of The McGraw-Hill Companies

MOTIVATING STUDENTS TO LEARN

Copyright © 1998 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

This book is printed on acid-free paper.

7 8 9 10 QPF/QPF 0 5

ISBN 0-07-008198-0

Editorial director: *Jane Vaicunas*
Sponsoring editor: *Beth Kaufman*
Developmental editor: *Selena Luftig*
Marketing manager: *Dan Loch*
Senior project manager: *Gladys True*
Production supervisor: *Heather D. Burbridge*
Senior designer: *Crispin Prebys*
Compositor: *Shepherd, Inc.*
Typeface: *10/12 Palatino*
Printer: *Quebecor Printing Book Group/Fairfield*

Library of Congress Cataloging-in-Publication Data

Brophy, Jere E.
Motivating students to learn / Jere Brophy.
p. cm.
Includes bibliographical references and index.
ISBN 0-07-008198-0 (alk. paper)
1. Motivation in education. I. Title.
LB1065.B776 1998
370.15'4—dc21 97-1283

<http://www.mhcollege.com>

Motivating Students to Learn

For Christian Thomas Speier

About the Author

JERE BROPHY is University Distinguished Professor of Teacher Education and formerly co-director of the Institute for Research on Teaching at Michigan State University, East Lansing. He earned a Ph.D. in Human Development and Clinical Psychology from the University of Chicago and since has become known for his research on the interpersonal dynamics of teacher-student relationships, teacher expectation effects, classroom management, student motivation, and other topics in educational psychology and research on teaching. He is the author of *Teaching Problem Students* (1996) and co-author with Thomas L. Good of *Contemporary Educational Psychology* (5th edition, 1995), and *Looking in Classrooms* (7th edition, 1997), as well as author or co-author of numerous articles on student motivation and related topics.

Preface

This book offers teachers principles and strategies to use in motivating their students to learn. It is written explicitly for teachers: addressing them directly, focusing on concepts and principles that are the most feasible for use in the classroom, and presenting these with a minimum of jargon and an emphasis on applications. It is not a “bag of tricks” developed from my own personal philosophy or culled randomly from everywhere. Instead, it is the product of a systematic review of the motivational literature followed by synthesizing efforts that involved: (1) identifying those portions of this vast literature that are most relevant to teachers, (2) summarizing this relevant material using a basic vocabulary to counteract the proliferation of multiple terms for the same basic concept, and (3) organizing the material within a few categories that are rooted in motivational theory and research but also supportive of teachers’ efforts to incorporate motivational principles into their instructional planning.

My treatment of relatively obvious principles (e.g., warm, caring teachers are more likely to be successful motivators than indifferent or rejecting teachers) emphasizes their fundamental importance but does not go on to include unnecessarily detailed explanation or documentation. More detail is provided for less obvious and familiar principles, although even here I have focused on what teachers need to know rather than providing broad coverage of the history and development of related theory and research. Similar concepts are treated together with emphasis on their common implications, avoiding “distinctions without difference.”

Much of the scholarly literature on motivation is not relevant to teachers because it deals with animals rather than humans. Furthermore, much of the human motivation literature is only tangentially relevant to teachers because it focuses on individual differences in motivational systems as predictors of

differences in behavior (e.g., students who value success and do not fear failure are more likely to prefer challenging tasks than students with the opposite motivational pattern).

Concepts such as success seeking or failure avoidance can help teachers to understand their students' current motivational orientations and related behavior. However, teachers mostly need to learn strategies for socializing their students' motivational orientations toward optimal patterns (in this example, strategies for helping students to reduce their fear of failure and become more persistent in their efforts to achieve success). Consequently, although the book explains concepts needed to understand students' motivational orientations, it focuses on teachers' strategies for optimizing those orientations.

Furthermore, it does so with an eye toward the realities of classroom teaching. First, it recognizes that schools are not day camps or recreational centers; they feature an instructional agenda that teachers and students are expected to accomplish. Consequently, teachers' motivational strategies need to focus on motivating their students to learn—to achieve the intended curricular outcomes—not merely to enjoy their time in school. Learning should be experienced as meaningful and worthwhile, but it requires sustained goal-oriented efforts to construct understandings.

Second, the classroom setting complicates the motivational challenges facing teachers. Instruction can be individualized only to an extent, so some students may often be bored and others may often be confused or frustrated. Also, students' concentration on learning may be impaired by worries about getting bad grades or embarrassing themselves in front of their classmates.

These and other constraints on teachers' options underscore the need for an emphasis on motivational goals and strategies that are realistic and feasible for use in the classroom. Consequently, although I draw on the intrinsic motivation literature to describe the ideal forms of motivation that may be observed when people are engaged in activities of their own choosing without any felt pressure to respond to external constraints, I emphasize that such conditions of self-determination can only be achieved partially and occasionally in classrooms. Thus, the motivational challenge facing teachers is to find ways to encourage their students to accept the goals of classroom activities and seek to develop the intended knowledge and skills that these activities were designed to develop, regardless of whether or not the students enjoy the activities or would choose to engage in them if other alternatives were available. This is what I mean by motivating students to learn, and much of the book is devoted to presentation of strategies for doing so.

The book also presents strategies for capitalizing on students' existing intrinsic motivation and for reinforcing their learning efforts using rewards and other extrinsic incentives. In the process, I review and critique the often-contentious literature on these topics and develop principles for using intrinsic and extrinsic motivational strategies compatibly. An eclectic approach to motivation that incorporates both sets of strategies (as well as strategies for motivating students to learn) is likely to be much more powerful than a more limited approach.

Finally, the book offers guidelines for adapting motivational principles to group and individual differences in students and for doing “repair work” with students who have become discouraged or disaffected learners. These adaptation and problem-solving suggestions are embedded within the overall approach developed throughout the book. They are extensions of it, compatible with its basic principles.

To reduce the verbiage and passive-voice sentence constructions that accompany third-person language, I have written much of the book in second-person language addressed directly to the reader, who is construed as a teacher. Readers who currently work as inservice teachers or student teachers can respond to this directly; preservice teacher education majors or other readers who are not currently teaching can respond by projecting themselves into the teacher role.

I have eliminated most gender-specific language by pluralizing. Where this was not feasible (most notably in many of the examples involving individual students), I have standardized the format by routinely referring to the teacher as female and the student as male. Finally, in sections on gender differences, I have referred to teachers as male or female and to students as boys or girls.

Brief Contents

PREFACE xvii

- 1 Student Motivation: The Teacher's Perspective 1
- 2 Establishing Your Classroom as a Learning Community 21
- 3 Supporting Students' Confidence as Learners 49
- 4 Rebuilding Discouraged Students' Confidence and Willingness
to Learn 75
- 5 Providing Extrinsic Incentives 104
- 6 Connecting with Students' Intrinsic Motivation 126
- 7 Stimulating Students' Motivation to Learn 162
- 8 Socializing Uninterested or Alienated Students 203
- 9 Adapting to Group and Individual Differences in Students'
Motivational Patterns 222
- 10 Looking Back and Ahead: Integrating Motivational Goals into
Your Planning and Teaching 253

Contents

PREFACE xvii

1	Student Motivation: The Teacher's Perspective	1
	Evolving Views of Motivation	3
	<i>Behavior Reinforcement Theories</i>	3
	<i>Need Theories</i>	4
	<i>Goal Theories</i>	5
	<i>Intrinsic Motivation Theories</i>	7
	Motivation in the Classroom	9
	Student Motivation to Learn as Your Goal	11
	Stimulating and Socializing Motivation to Learn	13
	Motivation as Expectancy X Value	14
	Organization of the Book	17
	Summary	18
	Note	19
	References	20

2	Establishing Your Classroom as a Learning Community	21
	Make Yourself and Your Classroom Attractive to Students	22
	<i>Authoritative Management and Socialization of Students</i>	23
	<i>Appealing Communication Practices</i>	25
	Focus Students' Attention on Individual and Collaborative Learning Goals	25
	<i>Fostering a Learning Orientation</i>	26
	<i>Emphasizing Learning Goals</i>	27
	<i>Applying Goal Theory: The TARGET Program</i>	27
	Two Teachers with Contrasting Motivational Orientations	32
	<i>Laura Hirsch</i>	32
	<i>Rachel Dewey</i>	34
	<i>Comparison</i>	36
	Teach Things That Are Worth Learning, in Ways That Help Students to Appreciate Their Value	37
	<i>Goal-Oriented Planning</i>	37
	<i>Adapting Instructional Materials</i>	38
	<i>Developing Powerful Ideas in Depth</i>	38
	<i>Planning and Implementing Powerful Activities and Assignments</i>	39
	<i>Emphasizing Authentic Activities</i>	43
	<i>Teaching for Understanding</i>	43
	Summary	44
	References	46
3	Supporting Students' Confidence as Learners	49
	Early Work on Task Choice and Goal Setting in Achievement Situations	50
	Recent Work on Goal Orientations and Related Concepts	52
	<i>Implicit Theories of Ability</i>	52
	<i>Causal Attributions</i>	55
	<i>Self-Efficacy Perceptions</i>	57
	Integration of Expectancy-Related Concepts and Principles	57

Supporting Students' Confidence as Learners	60
<i>Curriculum: Program for Success</i>	60
<i>Instruction: Help Students to Set Goals, Evaluate Their Progress, and Recognize Effort-Outcome Linkages</i>	61
<i>Assessment: Emphasize Informative Feedback, Not Grading or Comparing Students</i>	67
Summary	71
References	72
4 Rebuilding Discouraged Students' Confidence and Willingness to Learn	75
Supporting the Motivation of Low Achievers	76
<i>Strategies for Helping Low Achievers</i>	76
<i>Findings from the Classroom Strategy Study</i>	79
<i>Concluding Comments About Low Achievers</i>	80
Resocializing Students with Failure Syndrome Problems	81
<i>Strategies for Helping Students with Failure Syndrome Problems</i>	85
<i>Findings from the Classroom Strategy Study</i>	89
<i>Concluding Comments About Failure Syndrome Students</i>	90
Weaning Students Away From Performance Goals and Overemphasis on Self-Worth Protection	91
<i>Strategies for Reducing Preoccupation with Self-Worth Protection</i>	93
<i>Concluding Comments About Students Obsessed with Self-Worth Protection</i>	94
Resocializing Committed Underachievers	94
<i>Strategies for Helping Committed Underachievers</i>	95
<i>Findings from the Classroom Strategy Study</i>	98
<i>Concluding Comments About Underachievers</i>	98
Conclusion	99
Summary	99
References	101

5	Providing Extrinsic Incentives	104
	The Value Aspects of Students' Motivation	104
	Common Beliefs About Rewards	105
	Strategies for Supplying Extrinsic Motivation	106
	Reward Students for Good Performance	110
	<i>When to Reward</i>	111
	<i>How to Reward</i>	112
	<i>Praising Your Students Effectively</i>	113
	<i>Praise Should be Appreciative Rather than Controlling</i>	114
	<i>Effective Praise Also Is Genuine</i>	114
	Call Attention to the Instrumental Value of Learning	116
	Occasionally Structure Appropriate Forms of Competition	117
	<i>Student Team Learning Methods</i>	119
	Conclusion	121
	Summary	122
	References	123
6	Connecting With Students' Intrinsic Motivation	126
	Conceptions of Intrinsic Motivation	127
	<i>Levels of Extrinsic Regulation That Increasingly Overlap with Intrinsic Motivation</i>	128
	<i>Deci and Ryan: Autonomy, Competence, and Relatedness as Bases for Intrinsic Motivation</i>	130
	Responding to Students' Autonomy Needs	130
	<i>Encourage Students to Function as Autonomous Learners</i>	130
	<i>Allow Students to Make Choices</i>	131
	Responding to Students' Competence Needs	133
	<i>Emphasize Activities That Offer Opportunities to Make Active Responses and Get Immediate Feedback</i>	134
	<i>Incorporate Gamelike Features Into Learning Activities</i>	135
	<i>Ideas from Research on Job Characteristics</i>	137

Responding to Students' Relatedness Needs	139
<i>Provide Frequent Opportunities for Students to Collaborate With Peers</i>	140
<i>Emphasize Purely Cooperative Learning Formats</i>	140
Adapting Activities to Students' Interests	143
Embellishing the Design of Traditional Learning Activities to Enhance Their Intrinsic Motivation Potential	144
Instructional Approaches that Reflect Multiple Principles Working in Combination	149
<i>Motivated Literacy</i>	149
<i>Project-Based Learning</i>	151
Teachers' Experience-Based Motivational Strategies	152
Conclusion	155
Summary	156
References	158
7 Stimulating Students' Motivation to Learn	162
Motivation to Learn	162
Related Motivational Concepts	164
Socializing Motivation to Learn as a General Disposition	168
<i>Model Your Own Motivation to Learn</i>	168
<i>Communicate Desirable Expectations and Attributions</i>	170
<i>Minimize Performance Anxiety</i>	171
Stimulating Students' Motivation to Learn in Specific Learning Situations	172
Strategies for Shaping Students' Expectations about the Learning	172
<i>Be Enthusiastic (Regularly)</i>	172
<i>Be Intense (Selectively)</i>	174
Strategies for Inducing Motivation to Learn	174
<i>Induce Curiosity or Suspense</i>	175
<i>Induce Dissonance or Cognitive Conflict</i>	178
<i>Make Abstract Content More Personal, Concrete, or Familiar</i>	180

<i>Induce Task Interest or Appreciation</i>	182
<i>Induce Students to Generate Their Own Motivation to Learn</i>	183
Strategies for Scaffolding Students' Learning Efforts	184
<i>State Learning Goals and Provide Advance Organizers</i>	185
<i>Plan Questions and Activities to Help Students Develop and Apply Powerful Ideas</i>	186
<i>Model Task-Related Thinking and Problem Solving</i>	191
<i>Induce Metacognitive Awareness and Control of Learning Strategies</i>	192
<i>Teach Skills for Self-Regulated Learning and Studying</i>	194
<i>Teach Volitional Control Strategies</i>	195
Conclusion	198
Summary	198
References	200
8 Socializing Uninterested or Alienated Students	203
Consider Contracting and Incentive Systems	204
Develop and Work within a Close Relationship with the Student	205
Discover and Build on Existing Interests	206
Help Students to Develop and Sustain More Positive Attitudes toward School Work	209
<i>Making Work More Enjoyable or Satisfying</i>	210
Socialize Apathetic Students' Motivation to Learn	213
Conclusion	219
Summary	219
References	220
9 Adapting to Differences in Students' Motivational Patterns	222
Theoretical Positions on Group and Individual Differences	223
A Perspective on Accommodating Students' Preferences	224
Differences in Psychological Differentiation	225

Learning Style Differences	226
Changes With Age in Students' Motivational Patterns	230
<i>Transitional Grades</i>	233
<i>Developments in Children's Interests</i>	233
<i>Developments in Students' Preferences Regarding Curriculum and Instruction</i>	235
Gender Differences	235
Differences in Family and Cultural Backgrounds	238
Counteracting Peer Pressures	243
Conclusion	245
Summary	246
References	247
10 Looking Back and Ahead: Integrating Motivational Goals into Your Planning and Teaching	253
The TARGET Categories	254
Keller's Model	255
Wlodkowski's Model	256
Incorporating Principles Presented in this Book	257
<i>Questions to Consider for All Activities</i>	257
<i>Questions to Consider for Listening and Reading Activities</i>	260
<i>Questions to Consider for Activities That Require Active Response</i>	261
Maintaining Your Own Motivation as a Teacher	261
Summary	265
References	266
<i>INDEX</i>	267