

Intrinsic Motivation

Educating Students about Their Intrinsic Motivators

Detailed Task Description

Our goal, mission, vision, values

Knowledge, comprehension, application

Maslow

Motivation

Reiss 16 intrinsic desires

Effects of Motivation on Learning Styles

Group Summary

Individual Group Member Reflections

Ken Bos

Barry Moon

Kristen Parker

Kara Wegner

Bibliography



Detailed Task Description

Our Group Interest Based Learning Community

Project focused on intrinsic motivation. Educators are all interested in how to “get their students motivated”. In the past, many people thought of motivation as a reward/punishment system. This has been an ex-

trinsic method that is only moderately and temporarily effective.

Our focus is on the internal motivation within each person and how to connect to it for a lifetime of motivation.

Our members: Ken Bos, Kara Wegner, Barry Moon, and Kristen Parker

Our roles:

Kristen: Will begin the presentation demonstrating how she meets the basic needs of her student’s basic needs (Maslow’s Hierarchy) to develop trust and motivation. Statistics prove that these needs must be met before intrinsic motivators can be accessed.

Ken: Will introduce and give a description of the 16 Intrinsic Motivators as researched and theorized by Steven Reiss.

Kara: Will show how to get younger students thinking about intrinsic motivators.

Barry: Will show how to apply intrinsic motivators to the different Learning Styles including deep learners, strategic learners, and surface learners

Compilation of Information for Final Publication:

There will be a small write up from each member of the group and Ken will be in charge of publishing the final document.

Our goal:

To begin to determine ways to connect to students intrinsic motivators.

Our mission:

Each member will find ways to apply these strategies in their own individual teaching settings.

Our vision:

Our students will gain the desire to learn by getting their basic needs met, have a basic understanding of their individual Intrinsic Motivators, and see a connection between

Intrinsic Motivators and learning styles.

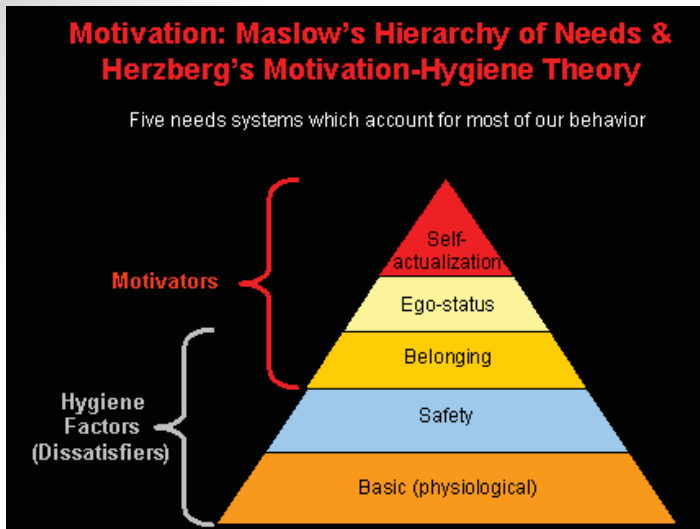
Values:

1. Notice those who have a lacking of basic needs being met.
2. Gain trust of all students.
3. Maximize our resources to meet basic needs.
4. Provide opportunities for them to learn about their individual Intrinsic Motivators.
5. Guide them to connect their Intrinsic Motivators to their learning style.

We do not motivate students but rather create, through our teaching, opportunities that can evoke motivation in students.



Maslow :



1. Physiological Needs: These include the most basic needs that are vital to survival, including the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.

2. Security Needs: These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighborhoods, and shelter from the environment.

3. Social Needs: These include needs for belonging, love, and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, as does involvement in social, community, or religious groups.

4. Esteem Needs: After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

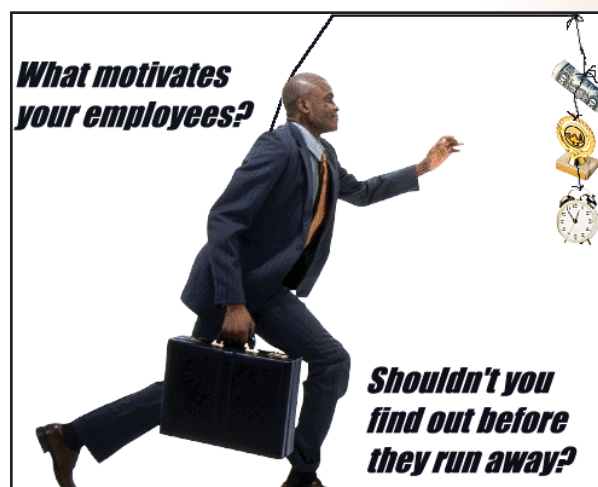
5. Self-actualizing Needs: This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested fulfilling their potential.

Source: *A Theory of Human Motivation* A. H. Maslow (1943) *Psychological Review*, 50, 370-396.

Motivation

The following are traits of human nature:

- To be curious
- To be active
- To initiate thought and behavior
- To make meaning from experience
- To be effective at what we value



Intrinsic motivation occurs when the learning activity and the learning environment elicit motivation in the student.

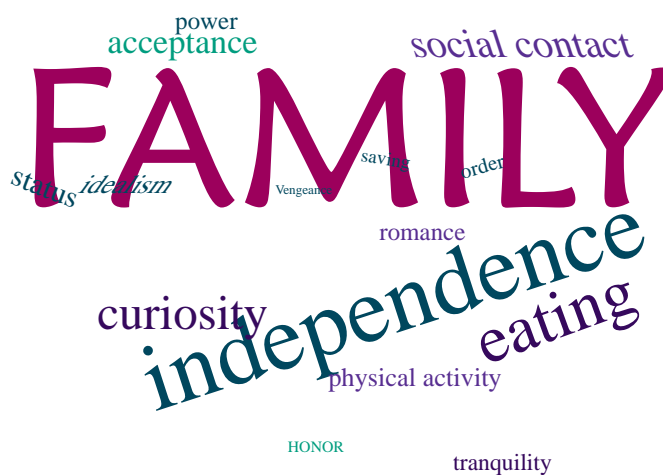
The following help to create intrinsic motivation:

- When the goals and rewards of the learning are meaningful to the learner
- When the learning is important to the student
- When the learning assists the learner in obtaining valued accomplishments
- When the learning assists the learners in integrating themselves with the world, with others, and promotes self-awareness

Source: Brandt, R. (1995). *Punished by rewards? A conversation with Alfie Kohn*. *Educational Leadership*, 53, 13-16.
Chance, P. (1992). *The rewards of learning*. *Phi Delta Kappan*, 73, 200-207.

Reiss 16 intrinsic desires:

- **Acceptance**, the need for approval
- **Curiosity**, the need to think
- **Eating**, the need for food
- **Family**, the need to raise children
- **Honor**, the need to be loyal to the traditional values of one's clan/ethnic group
- **Idealism**, the need for social justice
- **Independence**, the need for individuality
- **Order**, the need for organized, stable, predictable environments
- **Physical Activity**, the need for exercise
- **Power**, the need for influence of will
- **Romance**, the need for sex
- **Saving**, the need to collect
- **Social Contact**, the need for friends (peer relationships)
- **Status**, the need for social standing/importance
- **Tranquility**, the need to be safe
- **Vengeance**, the need to strike back



Multifaceted Nature of Intrinsic Motivation The Theory of 16 Basic Desires Steven Reiss
The Ohio State University Review of General Psychology 2004, Vol. 8, No.3, 179-193

Effects of Motivation on Learning Styles

- **Deep learners** respond well to the challenge of mastering a difficult and complex subject. These are intrinsically motivated students who are often a joy to teach!
- **Strategic learners** are motivated primarily by rewards. They react well to competition and the opportunity to best others. They often make good grades but won't engage deeply with a subject unless there is a clear reward for doing so. They are sometimes called "bulimic learners;" learning as much as they need to do well on a test or exam and then promptly forgetting the material once the assessment is over.
- Handle strategic learners by avoiding appeals to competition. Appeal to their intrinsic interest in the subject at hand. Design your assignments (tests, papers, projects, etc.) so that deep engagement with the subject is necessary for success on the assignments. Do so by requiring students to apply, synthesize, or evaluate material instead of merely comprehending or memorizing material.

- **Surface learners** are often motivated by a desire to avoid failure. They typically avoid deep learning because they see it as inherently risky behavior. They will often do what it takes to pass an exam or course, but they won't choose to go beyond the minimum required for fear of failure.
- Handle surface learners by helping them gain confidence in their abilities to learn and perform. "Scaffold" course material and assignments by designing a series of activities or assignments that build on each other over time in complexity and challenge. Encourage these learners often and help them reflect on what they've learned and what they've accomplished.

Source: Ken Bain, *What the Best College Teachers Do*, Harvard University Press, 2004, pages 40-41.
http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/motivating.htm

Group Summary

Communication:

The majority of the communication for our group was verbal and informal. We each took turns speaking when we felt we had something important to contribute. There may have been someone else speaking at the same time, but the interjections were received graciously. We were all interested in what the other members had to say even if it meant we held our thoughts for a minute. The other communicating took place through e-mail and was basically where we shared the written portions of our presentation. Whenever a member had a writing piece to complete, we e-mailed it to the other members of the group.

Collaboration:

Each group member always had something to complete for the next face-to-face meeting and it was e-mailed for preview beforehand. This way the collaboration went smoothly because we had a chance to think about and add to things if we needed to ahead of time, not after we got there. Each of our teaching positions and personal expertise are very different, which really helped us get unique perspectives on our ideas and for division of tasks. A barrier (if you could call it that) may have been that some of us got off on things un-related to the group, but one of us always brought it back before we got too far off task, or wasted too much time.

Culture:

The over-all culture was very relaxed, yet respectful of each members thoughts, ideas, and expertise. We did not have a formal or certain way of communicating when we met, we all just shared our opinions when we thought it necessary. If a member needed clarification, we asked for it. If we thought something needed changing, we said it. There was a mutual respect for each other and it was evident each time we met!



Individual Group Member Reflections

Ken Bos



Our group was well formed. We all had different strengths and interests to contribute. It seems pretty rare in education when you have a team assembled of people with different skills and yet united by a common theme. Generally educators all have similar strengths, and their only difference is different grade levels or subject areas. My role was to start with the baseline information and assemble and publish the final product. I started the baseline as I already had

this was one of the best "group projects" that I have ever been a part of.

done some research in the area of motivation. My current work with InDesign desktop publishing software gave me the skills to assemble the final document. I am not a "word guy" when it comes to writing the typical paper, so it was good to let some others who were "English majors" concentrate on the components of that task. Our communication was effective and worked well in our meeting and via e-mail. Our collaboration worked very smoothly as if it had been designed ahead of time. We worked well even when a member was absent. Our culture was to show respect for each other and things flowed very well. We brainstormed around the topic as we worked and ended up with a final product that contained the best parts of each one of us. I personally feel that this was one of the best "group projects" that I have ever been a part of.

Barry Moon



At the beginning of the process we identified the criteria by which we would monitor the advancement toward the vision. Our vision saw a final project in a final form with each community learning member prepared to present to the class a portion of a collaborative presentation.

We determined that each member should bring to the table their "pet" ideas on motivation in the form of a handout to mini-present to the community. Someone volunteered to organize a "final editors folder" for the collection of an ongoing file that would later be edited to draft and then edited to produce the final project.

Then we each brought to the table our "pet" ideas on motivation in the form of an article(s). We each mini-presented our ideas and article and pondered on how they could be presented to our class. After that round table we each selected a synopsis from our individual article presentation and placed it in the "final editors folder."

At the next meeting we discussed the subject of placing the article ideas in a "learning logical" sequence that would also determine the presentation sequence. We then brainstormed the possible "look" of the presentations. It logically followed that each community member would "defend" their article piece as their participation in a collaborative group presentation. It became apparent that where some individual ideas overlapped that it would be logical and effective to have some areas where there would be multiple presenters.

Then the “final editors file” was revisited to “mock up” the final project printed and illustrated look. A member prepared that interpretation for the next community meeting and provided an e-mail attachment document of that in advance of the meeting.

At the next community meeting the members tweaked the look of the printed presentation and reflected on their final plans for the presentation. The managing editor made administrative requests on submitting individual member personal contributions to their section of the final project document “reserved areas” that presently were “mock up” areas in the final rough draft that was collectively approved.

Epilogue/Reflection: The success of the process that produced the final project was the dedication to the process. We visualized the goal of the learning community as a final project democratically developed and presented corroboratively with equal participation by each member. The subject matter of motivation was the substance we used to demonstrate our learning and understanding of the process.

The subject matter of motivation was the substance we used to demonstrate our learning and understanding of the process.



Kristen Parker

I will have to say that this was the most productive and jelled group that I have ever been a part of. We started out rather slow because it took each member some time to fully understand the expectations of the project, but once we figured that out, it was like the project developed a jet engine and took off.

Communication was done through e-mail and in-person during class sessions. The e-mail proved to be the most efficient, however, because we submitted things for each member’s review before the face-to-face meetings. This way, if changes needed to be made, they could be done ahead of time and not eat up the unnecessary time where we focused on the next task to be completed. Each member contributed to the discussion in a very informal way...jumping in when an idea occurred to them, or interjecting constructive criticism without being offensive. Sometimes we all

talked at once, but it never detracted from our goals and purpose.

Each individual team member brought a unique skill or expertise that lent itself to the overall success of the project. This paved the way for very productive and enthusiastic collaboration. It always helps to feel needed in a group situation and I think that we all were able to shine in one way or another, and divvying up the tasks was a very natural and logical process because of this.

The culture of our group was relaxed and informal. We didn’t really establish norms other than with our communication. We were very pro-active and got things done very efficiently, which was very uncharacteristic of each of us. I think there was a mutual respect for each other and we all wanted to hold up our end of the contribution.

Each individual team member brought a unique skill



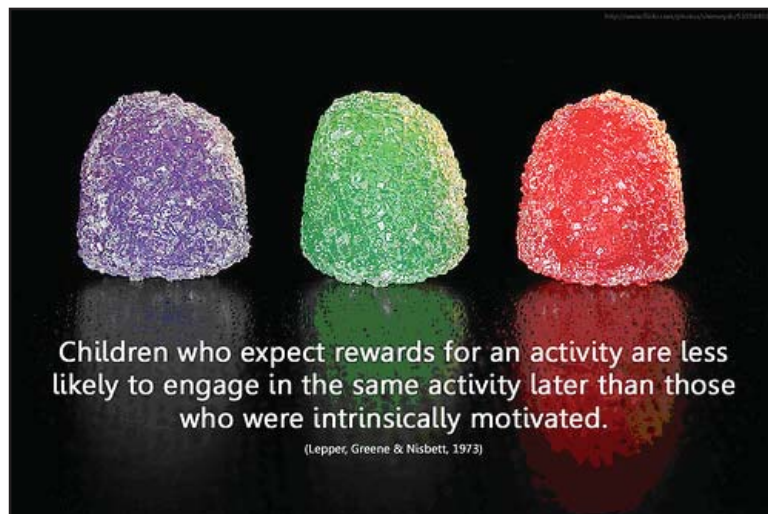
Kara Wegner

When thinking back to the process and product of this learning community, I think of the ease and laid back way our group approached the task of how to present our learning of intrinsic motivation to the rest of the group. We started with bringing in as much information as we could gather in a week to discuss. Then we set about dissecting the information until it became much more manageable. No one in particular did the bulk of the work; we each jumped in and took on different roles. Some of us recorded what the group worked out as the

language of each part/section while others compiled the finished and well polished final product. We took to using e-mail for our main way of communicating rather naturally without really discussing it. We pretty much would just zip off an e-mail to the group asking for feedback as we were working on each part and then we would polish it up and

I really felt good about this group's process

send it to the appropriate person. Each week we would review the product as it was and then discuss what needed to be done next and who was responsible for what. The last couple of weeks we really collaborated on how to present our portion in a creative way and how to meet another learning style that wasn't already being met by another members part. I really felt good about this group's process once we got into it and we were all able to be there.



Bibliography

A Theory of Human Motivation A. H. Maslow (1943) *Psychological Review*, 50, 370-396.

Multifaceted Nature of Intrinsic Motivation The Theory of 16 Basic Desires Steven Reiss
The Ohio State University *Review of General Psychology* 2004, Vol. 8, No.3, 179-193

Punished by rewards? A conversation with Alfie Kohn. Brandt, R. (1995). *Educational Leadership*, 53, 13-16.

The rewards of learning. Chance, P. (1992). *Phi Delta Kappan*, 73, 200-207.

What the Best College Teachers Do, Ken Bain, Harvard University Press, 2004, pages 40-41.