

# Stimulating Motivation

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The subject of motivation is a core theme in the development of an educator.

As a teacher in a variety of schools from disadvantaged inner city to high achieving schools, the vast discrepancies along with the inequality which exists among students becomes a daily struggle. From the outset of your career as an educator it is essential to be pro-active in implementing strategies to sustain motivation among your students. This will enhance the experience of the learner and in turn reduce the disparity within the classroom. This can be achieved by breaking down content making it relevant to the student and allowing the student to an extent have control over their own learning.

Students become demotivated by the magnitude of content within courses, like any task if we can see the finish line we encourage ourselves to reach the set target and become more optimistic about our own ability to achieve this goal. Keeping this notion in mind each learning objective should be split up into manageable portions each containing a key concept pitched at the appropriate audience. This allows the student to work with confidence on suitable quantities of material and as a result will retain attentiveness. When students have faith in their own success, they become intrinsically motivated and begin to build confidence in their own learning.

As the [expectancy-value](#) theory states where students do not consider a task cost effective they will not spend the time on the task and as a result they would rather not exert any energy in trying. They can then use their lack of effort as the cause of their low achievement. As an educator we have all been asked the question “why do we need to know this?” To ensure students’ engagement and attention a teacher should make lessons authentic and relevant in order for the learner to deem studying the topic advantageous. This can be achieved simply by applying real life context throughout the lesson and within questions so that students must apply their knowledge encouraging higher order thinking.

The use of autonomy within the classroom is a foundation for building a positive interaction between the teacher and students. Like any sector whether in sport or working life if we feel as though our opinion or suggestions are somewhat adhered to we get a sense of belonging, resulting in a comfortable environment. Using a democratic teaching style and involving the students in decisions regarding their learning prompts them to reflect on and assess what they already know before they begin. If the student feels safe within the classroom environment they will be more likely to ask questions, creating interaction between the teacher and student. The sharing of learning outcomes activates a focus in the classroom developing self-assessment by pupils. The self-assessment is formative as they know where they are and where they need to be because they have been involved in the direction of the learning objective. This can allow the student to play a positive role in their own learning as they can identify their errors at the root cause allowing elimination of the obstacle preventing it from escalating.

Stimulating motivation of students is beneficial to both the student and the teacher as the encouraging environment creates positive mindsets. Tactics can be incorporated by the teacher in every lesson through use of inclusion and autonomy. Providing the students with information regarding their intentions for the class can focus the students on the end-point while making the content appropriate to the audience at hand. The adoption of these ideas throughout teaching will help promote retention were students have confidence in their own success.



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Learning Analyst at Realizeit. Holding a BSc In Science Education from National University of Ireland Maynooth qualifies her to teach Mathematics, Biology and Science and has taught in various schools including inner city disadvantaged schools and high achieving schools in the country. She is a specialist in the Common Core Curriculum grades 6, 7, 8 and 9. Karen is very interested in the use of technology in teaching and uses her creativity in efforts to implement various resources in the classroom to enrich the experience of the learner. Her position at Realizeit involves content authoring where she applies best pedagogical practice and as a systems specialist, Karen forms part of the faculty support team.