How can parents and teachers best motivate children to learn?

Mojca Juriševič
Centre for Research and Promotion of Giftedness
Faculty of Education, University of Ljubljana

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Overview of the presentation

- Conceptualisation of motivation in the educational context
- The interplay among motivation, learning, and students’ achievements
- Implications for practice
- Q & A

MOTIVATION AS THE HEART OF LEARNING

Motivation as an outcome is important to all students in the classroom all the time.

C. Ames
**What is motivation?**

Motivation – a process that...

- **ACTIVATES** (gets you going)
- **GUIDES** (determines where & how intensively you’re trying to go)
- **MAINTAINS** (keeps you going)

...learning over time.

Schunk, Pintrich, & Meece (2008)

**How does motivation affects learning?**

![Diagram showing the relationship between motivation, learning, and outputs](image)

Rheinberg et al. (1996)

**What do we already know about motivation to learn?**

Most children...

- ...come to school positively motivated to learn.
- ...optimistic about ability in different areas.
- ...enthusiastic about learning and school.
- ...enjoy learning.

Wigfield et al. (2015)

**Why should teachers care about students motivation to learn?**
A decrease of motivation for learning during schooling?

- Experiences with school and school learning
- Differentiation of interests
- Social development
- Academic self-concept
- Societal influences (feedback, teaching, curriculum)

Motivation gap?

EVERYDAY LEARNING
SCHOOL LEARNING
TEACHERS?

My choice...
My plan...
My teacher...
Self-assessment...

Their choice...
Their plan...
Our teacher...
Their assessment...

The interplay between motivation and high abilities?

- Academic excellence (work)
- Academic failure (passivity)


Differences among three groups of high school gifted students?

1. Creative intellectuals
2. Studious ★
3. Social leaders

Motivation to learn (attitudes, interests, and values)?

Differences among six groups of gifted children and youth?

1. The Successful ★
2. The Creative
3. The Underground
4. The At-Risk
5. The Twice/Multiple Exceptional
6. The Autonomous Learner

Differences among six groups of gifted children and youth?

Behaviour, feelings and needs?
What motivates gifted students for school work?
- Personal importance (PI)
- Perceived teachers activity (TA)

**Methodology**
- Consider the interests of students.
- Respect for diversity.
- Acceptance of mistakes.
- Teacher’s trust and respect.
- Enough time.
- Experimental work.
- Cooperation among students.
- Freedom of decision-making.
- Answering questions with your own words.
- Useful tasks.
- Teacher’s compliments / feedback...
- Humor and relaxation.

**Findings**
- SS students: TA
- SS students: PI
- ES students: TA
- ES students: PI

**Question**
What motivates gifted students for school work?
- Personal importance (PI) and perceived teachers activity (TA)

**Evidence**
Juříševič et al., 2012

**Discussion**
What can we learn about motivation of gifted students from empirical evidence?
- The research on different samples and using different methodologies results in similar findings.
- Gifted students do not differentiate in structure but in the intensity of their motivational components developed through schooling.
- Gifted students need cognitive challenge and authentic learning situations, genuine communication, cooperation, competent mentors.
- Teacher education?

**Principles**

**Principle 9** Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

**Principle 10** Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

**Principle 11** Teachers’ expectations about their students affect students’ opportunities to learn, their motivation, and their learning outcomes.

**Principle 12** Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.

**References**