

Relevance, Engagement & Success

What We Know About Motivation and Why It Matters In Beginning Reading

Questions We'll Explore

- What is motivation? What's the difference between intrinsic or extrinsic motivation and is one better than the other?
- Does interest really affect motivation? What about relevance and engagement?
- What role does success play in motivation? How does motivation affect learning to read?



What motivates children to learn to read and to continue reading once they have learned?

MOTIVATION is what **DRIVES** us to do what we do!

Extrinsic Motivation
Involvement in activities for reward or to please others.

INTRINSIC
vrs
EXTRINSIC
Is it a case of either/or??

Intrinsic Motivation
Involvement in activities by one's own internal factors, satisfaction, or fulfillment.

What "mix" of motives is most conducive to success?



When we do something well there are often both **intrinsic and extrinsic rewards**.
STUDY = Increased knowledge & skill + Good grades

Though well-intentioned, extrinsic rewards can actually serve to undermine the desired effect of nurturing intrinsic reading motivation.
- Marinak & Gambrell, 2016

Cadets with strong internal and strong external motives for attending West Point performed worse on every measure than did those with strong internal and weak external ones.
-Wrzesniewski & Schwartz (2014)

What does this mean for us?

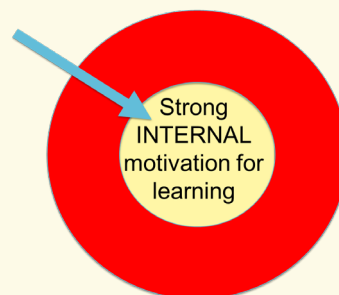
What does this mean for us?

★ Structure activities so that external consequences do not become motives.



★ Help students focus on the meaning and impact of their work, rather than on the external rewards.

So...what is our goal?



Which Contributes Most to Motivation:
PURPOSE or **PERFORMANCE**?

Which statements send a message that conveys learning is the purpose?

Students with the goal of reading to teach others reported...

- ★ Interest
 - ★ Enjoyment
 - ★ Willingness to participate
 - ★ Higher conceptual learning
- Benware & Deci, 1984

<p>“Everyone who finishes this page in their reading journal will get a sticker!”</p>	<p>“Reading your finished journal pages will help me know how well you understood this chapter.”</p>
<p>“Answer the next question on your own so I can see if you understand this practice activity.”</p>	<p>“Let’s see how quickly you can finish answering the rest of these questions.”</p>
<p>“I am going to call on students who are sitting quietly and waiting patiently for their turn to read.”</p>	<p>“I am going to listen to each of you read so that I can see if you are able to apply what we have been learning about long vowel patterns.”</p>

Fostering Interest through Relevant & Interesting Text

Relevance: “Students need to know that the work they’re being asked to do is relevant and important to them – right now (Jackson & Zmuda, 2014, p. 22).

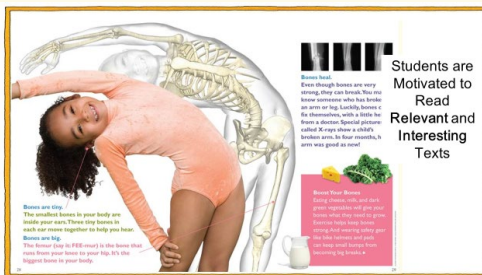
“When children feel they belong and find their realities reflected in the curriculum, research has demonstrated that they are more engaged in learning and that they experience greater school success” (Hunserger, 2007).

Reading dull
Texts

- Drains focus
- Slows reading and response time

“Students need to know the work they are being asked to do is relevant and important to them—right now!” Jackson & Zmuda, 2014, p. 22.

Students are Motivated to
Read **Relevant** and
Interesting Texts



- Substantive
- Meaningfully linked to content areas
- Allow for more exposure to academic vocabulary

Do you agree with this statement? Turn and tell a neighbor why or why not.

We are more engaged when what we are doing is relevant to our lives.

“The way to move closer to reaching every student with all that they need is to focus on engagement levels” (Pressley, et al., 2001).

What do
ENGAGED
learners do?

Engagement: “With engagement you’re doing something because you truly want to do it, because you see the virtues of doing it” (Pink, 2011).

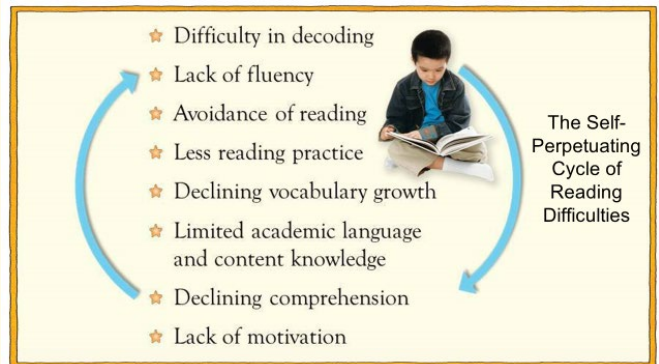
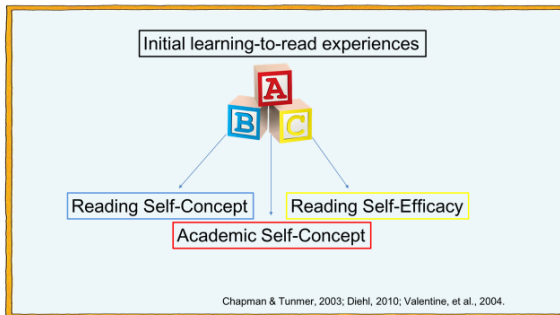
SUCCESS "...the progressive realization of worthy goals." (Chopra, 2011)

Phonological processing ability and letter-name knowledge ...not only predict subsequent reading performance but also academic self-concept and reading self-efficacy.

-Chapman & Tunmer, 2003

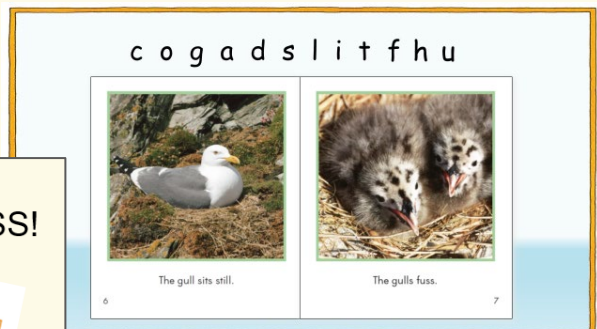
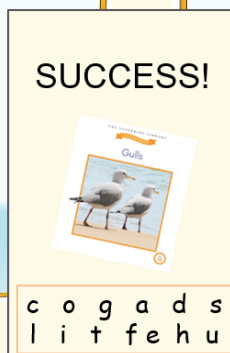
Self-Efficacy = A belief in one's own ability to succeed.

-Albert Bandura



"...children cannot memorize enough words over time, and so their word reading and reading comprehension decline with age" (Shaywitz, 2003).

"...the learner stops expending effort if he or she believes there's little chance for success" (Jackson & Smuda, 2014, p. 23).



Early Reading Success is Tied to Future Academic Success

Students who are well-motivated have strong self-efficacy. They BELIEVE they have the capability to learn to read well and this increases their intrinsic motivation.

-Bordelaeau, et al., 2003

What Are Our Take-Aways?

Build strong INTERNAL motivation for reading

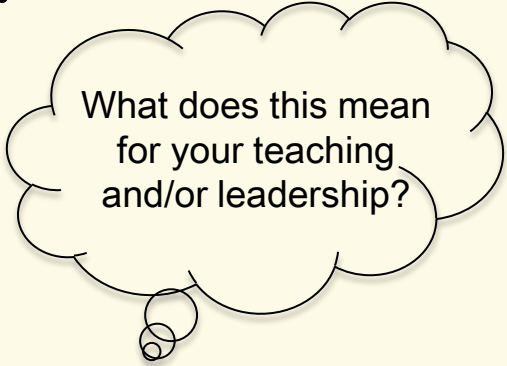
Focus on LEARNING, rather than performance

INTEREST and RELEVANCY make a difference!

Interest and relevancy contribute to higher levels of ENGAGEMENT

Beginning readers need a PREDICTABLE sequence of skills instruction

TEXTS for beginning readers need to ALIGNED with the SEQUENCE of skills taught



What does this mean
for your teaching
and/or leadership?

