

Module 5 Educational Theory and Practise

Unit 5.7 Motivation of Students

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About this Unit



Overview

Welcome to the seventh in the series on the units on **Educational Theory and Practise**.

This unit consists of four (4) sections. *Section One* discusses what motivation is, as well as its effects on instruction. *Section Two* discusses motivational theories and their relationships to human needs. *Number Three* discusses the characteristics of a motivational teacher and *Section Four* discusses the motivation of the adult learner.

How to Use this Manual

In addition to the information on motivation, this unit provides some activities as well as three assignments. The activities will not be considered as part of your final assessment. Their purpose is to evaluate your progress as you go through the unit.

Answers to these activities are provided at the back of each section so that you can check your work.

Assignments are provided throughout the module. These are to be completed and submitted to your tutor.

Please note: Your marks for these assignments will determine if you pass the unit. This Unit includes three assignments that you must complete and submit to your tutor.

Please note that each assignment is to be completed and submitted to your tutor.

Your assessment for these assignments will form the basis for the satisfactory completion of this unit.

How you'll be assessed

You will be assessed on three assignments based on competency. Your assessment will be graded as either 'pass' or 'incomplete'. The assignment will require research and will be presented in the form of written reports (and samples of aids prepared by you). Contact your tutor regarding the time allowed to complete and submit these assignments.

Finding your way

Throughout the unit you will see symbols (or ‘icons’) in the left-hand margin of some pages. These symbols will help to guide you through the text.



Read



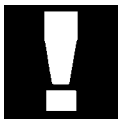
Important- take note!



Self-checking question/activity



Assessment task



Competency

The competency for each unit is expressed as a number of learning outcomes and assessment criteria.

Assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has its own assessment criteria specified. Recognition of prior learning is encouraged. If you feel confident that you have the necessary level of competence to successfully, complete the elements shown below, you may be able to take the assessment without studying the unit.

Other Resources

You may need to explore other learning resources in addition to the information provided in this unit. Important sources of information include:

- Local libraries and resource centres
- Individuals, the workplace and other training institutions
- Community and professional organisations

Learning Outcomes

On completion of this unit, you will be able to:

- Explain motivation and its importance.
- Identify the theories of motivation.
- Describe the characteristics of teachers who are able to motivate students.
- State how given characteristics align with the theories of motivation.
- Distinguish between internal and external motivational forces.
- Describe strategies for improving the motivation of students.
- Explain some of the characteristics of adult learners that can be accommodated by good motivation planning.

Section 1



What is motivation?

Definition

There are several definitions of motivation available to us; however, the simplest and most useful in the context of this unit is the dictionary meaning that defines motivation as

“an inner drive or impulse that causes an individual to act”.

We attribute human behaviour to a number of cognitive processes usually referred to as thinking, problem solving and information processing – all these events take place internally and are not directly observable. In the literature psychologists usually define motivation as an internal force that initiates, regulates and sustains behaviour toward a goal. How would you define motivation?

This unit examines several aspects of motivation and its effect on learning outcomes. It is also designed to provide answers to the adult learner on how to stay focused and motivated in a non-traditional learning environment.

Why is motivation important?

The successful outcome of any venture is grounded in the drive and motivation of the individual or group. In other words, an activity that is assumed to be intentional and voluntary has a purpose or is goal directed. The concept of motivation is key to the continuous attainment or desired expectancies or outcomes. This concept implies that a certain amount of energy is required to activate or ignite you to perform an appropriate behaviour. It is vital that you comprehend its importance to your persistence over time so your efforts to succeed can occur in spite of obstacles or setbacks. As you achieve each of your goals, you may decide to change direction or set your sights on loftier, but not always attainable, goals, so that there is always some goal to strive toward. Bear in mind that what motivates some individuals may not work for all. Furthermore, it is said that motivation is selective, and does not activate equal responses from all of us.

How motivation affects Instruction



You will discover that all of your students possess a number of differences both socially and intellectually. Your task is to determine how best to accommodate these differences in your instruction while simultaneously maximising your ability to effect student learning. When students observe a teacher, they often acquire new patterns of behaviour. These behaviours range from curiosity, enjoyment and alertness to disinterest and boredom.

Why such a broad range of behaviours?

One might deduce that the teacher's inability to motivate the students, and hence sustain interest, is a major factor. The effectiveness of a teacher is determined in part by his/her ability to help support the students' efforts and build their self-esteem. This factor alone is highly motivating to the learner. Good relationships with your students also promote motivated learning. Your effectiveness also increases when your students like you as a person, respect you as a teacher, and are convinced that you are prepared. With these characteristics they can instinctively sense your commitment to their growth and development.

There are many principles that can be employed to increase student's willingness and motivation to learn:

- Set achievable training goals
- Get student feedback and points of view
- Listen actively to their questions and concerns
- Stay focused on lesson objectives
- Evaluate student's progress
- Reinforce key points of the lesson
- Follow up

A motivated teacher invariably motivates positive behaviours in his/her students. Behaviour modelling is a powerful way to provide teachers with the skills to facilitate motivated learning.

It is an important fact that motivation does not affect the nature and type of instruction; however, it is essential for teachers to practise what they teach.



Creating an effective learning environment



An effective learning environment can be classified as:

“Any location or surrounding that possesses the conditions to effect the desired learning outcome”.

e.g. Classroom
 Language Laboratory
 Library
 Church
 Home etc.

Although the student's ability and performance are linked to the learning environment, all of us learn best in surroundings suited to our individual preferences. It is, however, generally accepted that a quiet, safe, pleasant and orderly environment is most conducive to effective learning.

The learning environment is classified into two (2) sections:

- a) The material environment
- b) The emotional environment



The material environment

This environment constitutes the framework for learning and can aid in advancing or impeding learning. It is imperative that you exercise extreme care in planning and organising this aspect of your teaching.

In the actual classroom setting controlling the material environment involves any number of activities including:

- Arranging lighting
- Seating and layout of teaching aids
- Audio-visual equipment
- Support media
- Displays and charts

Properly organising yourself helps to establish a learner friendly environment.

Equipment Preparation

This aspect of planning is vital to you, particularly when you are teaching in new or unfamiliar surroundings. Some schools have televisions, video recorders, compact disc players, tape recorders, overhead projectors and other related equipment. However, it is your responsibility to plan and set up your area in advance to ensure a successful lesson. A lesson that is well thought out and planned gives you the opportunity to get technical support where needed, and creates a more comfortable and effective learning environment for both you and your students.

Classroom Seating



Seating arrangements contribute to the effectiveness of classroom management and control. There are several noteworthy factors to consider:

- 1) Student comfort and view of chalkboard/whiteboard
- 2) Positioning of teacher's desk
- 3) Freedom of obstruction of audio/visual equipment

Students' desks must be positioned appropriately to allow for sufficient workspace and clear view of all classroom aids. The teacher's desk, however, must be placed where there is freedom to access the students when necessary, while still maintaining the required room control and a clear vantage point of all activities of the students.

The Emotional Environment

This environment is equally as important as the material environment, however it encompasses such areas as:

- beliefs
- expectations
- tone of voice
- sense of humour
- control techniques
- feelings

Beliefs

Your belief system determines your professional orientation and is linked very strongly as a determinant of a classroom's emotional tone. It is generally agreed that teachers who are more resourceful and open minded to students' views and self-expression stimulate more desirable behaviours. By contrast, the less resourceful and dictatorial teachers produce opposing behaviours in their students.

Attitudes and Expectations

It is a known fact that a teacher who has a positive attitude, a cheerful disposition, and expects the best from the students is often the recipient of similar attitudes and motivated performances. Also, this teacher has the ability to appraise the abilities and efforts of the students realistically, while also effecting a significant change in attitude and aptitude.

Tone of Voice

Your voice is of paramount importance in creating emotional tone in the classroom. A relaxed, natural, and non-adversarial tone will bring about a similar atmosphere, which fosters positive behaviours that promote learning. Any tone that is contrary to this will create an adversarial and tense environment

Sense of Humour



Another contributing factor to creating an effective learning environment is a teacher with an infectious sense of humour. Humour in the classroom eases tension and will relax both you and the students. It also provides an easy environment in which they can express their feelings and feel comfortable, even when their views may be a bit out of the ordinary. In essence, humour creates a healthy and satisfying learning environment where no disparity in age, sex, or ability is evident.

Control Techniques

The last factor in the emotional environment is control techniques. There are three types of control a teacher can employ: negative, positive, or a combination of both. The positive techniques are a blend of praise, healthy competition and other positive incentives. The negative techniques on the other hand, include threats of punishment, embarrassment, and ignoring of the student's needs and concerns. The combination approach focuses on both of the above types to assert effective control. It is obvious that the positive techniques will provide a more favourable environment where effective learning is the result.



Internal and external motivations

Throughout this section, we have determined that each of us is motivated by a number of factors, some internal and others external. The question is what brings about this difference in the types of motivators each of us require? Human beings are a complex species and what stimulates one individual's behaviour does nothing to inspire another.

e.g. Just think of two siblings raised in the same environment, by the same biological parents. One is highly motivated academically, and needs no prodding to complete homework, while the other has to be threatened, or given incentives to perform. Why is this so? The answer goes back to the very nature of humans, the behaviours of which are constantly under the microscope.

Some students have an innate desire to achieve set goals, accomplish tasks and fulfil dreams, all of which are inspired by internal sensory preceptors. There is little concern or need for praise or rewards from external sources. The drive is the very feeling of success and self-fulfilment of a job well done. Obstacles are viewed as opportunities and setbacks present new challenges. More often than not, this individual has a very positive outlook and is very self-confident.

On the other hand, some students need the praise, rewards and external stimuli to motivate them to action. While these students are no less confident and positive, they require that guiding hand to stay on track. Their performances are based on the expectancy of recognition and acknowledgement of their accomplishments.

While both types of individuals bring various personality challenges to the classroom, they provide a unique blend that stimulates learning for all.



Summary

- Motivation is an inner drive or impulse that causes an individual to act in a certain manner
- Motivation is important as it is what influences desired behaviours. It is also selective and does not activate equal responses.
- Students' observation of a teacher stimulates new patterns of behaviours. The teacher's effectiveness, however, is determined by his/her ability through instruction to motivate students to learn.
- An effective learning environment is classified as any location that possesses the conditions to affect the desired learning outcome. An effective learning environment is conducive to student motivation.
- Internal motivators are those impulses that drive individuals to achieve desired or set goals.
- External motivators are such factors as praise, recognition, reward, and other incentives that stimulate goal achievement.



Activity 1 Check your progress

1. Describe the characteristics of a teacher whom you felt really motivated you. How did these characteristics affect your learning experience?
2. Outline three benefits to the students that a motivational teacher provides.
3. What strategies can the teacher use to increase students' motivation?
4. Assess the material and emotional environment of your classroom to determine their effectiveness in promoting motivation and learning.

Check your answers on page 39.

Section 2



Motivational Theories

Much of your job as a teacher is to create conditions and structure activities that will motivate students to achieve their full potential. Knowledge of the motivational theories can assist you in the process.

Many theorists and psychologists dating back to the early 1800's wrote a number of papers on the fundamental behavioural phenomenon of human motivation. While some agreed that there were obvious similarities in biological needs, considerable disagreement regarding internal and external stimuli led to yet further analysis and studies.

Psychologists assume that behaviour is largely determined by needs, drives and incentives that are closely related concepts. We shall now examine six of these theories.

The Need Theory

Abraham Maslow developed one of the most widely used and studied theories in the 1940's. He suggested that the behaviour of human beings was directly proportionate to their current needs.

According to Maslow, all of us follow the same path of needs, and we are motivated to meet a higher level need only when the lower level has been satisfied. This path of needs he terms "The Hierarchy of Needs".

The Hierarchy of Needs

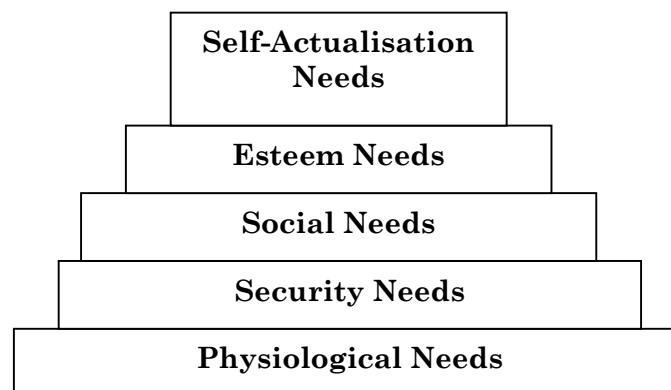


Fig. 2-1 Maslow's Hierarchy of Needs

Survival Needs

All of us have the same basic needs for adequate food, shelter and clothing. However, when any one of these is missing, irritability and discomfort become evident. The only solution to this dilemma is to satisfy these needs.

The teacher is in a very good position to assist students in satisfying these needs, by providing information, tools and techniques. As a major knowledge resource in the classroom, the teacher has the ability to motivate students to learn. It is this information that is the foundation for acquiring jobs or starting careers that will help prepare for meeting their own basic survival needs.

Also, the idea of “sticking it out” or surviving the pressure of the class or school for that matter, over the long haul, despite the difficulties, is part of the desire to survive.

Security Needs

The desire to feel safe is inherent in all human beings, not only for themselves but for their families as well. Freedom from danger, pain or personal threats is an immense motivator to create a secure environment.

To promote a sense of security for students, the teacher needs to create a welcoming and non-threatening environment. This includes ensuring that no student is persecuted or victimised by the group, or made to feel isolated.

Social Needs

Included at this level of the hierarchy is a combination of love, affection, friendship, and a general feeling of belonging and acceptance. During class, a teacher often acts as a moderator for class projects, discussions and related learning activities. The notion of group work is to help students learn the skills necessary for forming relationships as they work out problems, find solutions to cases, and related group work.

It is critical that all students feel a part of the class, and are accepted as equals within the group of students. This acceptance will produce feelings of confidence and a willingness to participate fully in all class or group activities. The teacher must be alert to any sign that a student is being overshadowed or ignored by the more dominant members of the group.

Esteem Needs

The motivation to satisfy the ego of human beings rests in the nature of what is experienced and achieved. These include the need for status, recognition and personal achievement, all of which gives us a form of self-respect and dignity.

The human ego is very fragile, and even more so when competition with others is present. It is the teacher's responsibility to monitor the behaviour and responses of all students, to ensure that feelings are not crushed by harsh words.

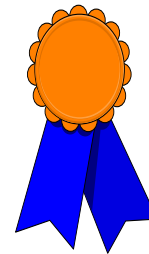
It is also imperative that the teacher recognises his/her power and hence exercises fairness and sensitivity when grading papers, giving recognition and responsibility to students. Failure to do so could result in a decreased level of self-esteem for the students.

Self-Actualisation

The need to reach our highest potential is at the pinnacle of the hierarchy of needs. Not all persons attain this level of expression, but those that do are motivated by an internal drive to accomplish goals beyond their own expectations. This level of attainment is not necessarily propelled by money, recognition, or social needs.



Incentive Theories



These theories stress human beings' ability to anticipate a vast number of circumstances, which have a direct correlation to the behaviours they exhibit, and the drives that motivate particular action.

It is a generally accepted principle that “drives push and incentives pull”; both complement each other by giving a motivational explanation of human behaviours. The theories have further evolved to a relationship of incentives and the conditions of reinforcement on behaviour. It is general knowledge that most individuals, employees, and students perform better in their respective environments when rewarded with something they value.

While rewards of value are significant motivators of performance, the actual work or study environments play a substantial role in improving the behavioural outcome of that performance.

Suggestions have also been put forth that a major contributor to the ensuing behaviours is the expectation of the reward, which heightens such things as competition, satisfaction and recognition for a job well done. A simple example is the student who works harder in school because of the expected rewards. These rewards range from grades, to acceptance as being intelligent, capable and responsible. At a higher level, these expectations can bring about scholarships, a nomination as class valedictorian and similar forms of recognition.

On a broader scope, we are also motivated to carry out certain behaviours that produce good feelings. Whenever stimuli are present which produce feelings of excitement, we are more inclined to participate in these activities.

While incentive theories do not answer all of the other questions on motivation, they do provide some insights to the varying differences that emerge when we are faced with differing sets of circumstances. These circumstances elicit different types of behavioural responses.

A teacher who is aware of the value of incentives will use this knowledge and exercise good judgement in determining which form of incentive is appropriate, to produce the required behaviour from students.

Attribution Theory – Robert Weiner

This theory is concerned with the process individuals utilise to analyse the causes of behaviour. It also addresses the premise that people desire order in their lives and will pay particular attention when things are unclear. For example, when a student receives an excellent grade on a test, this is attributed to hard work and long hours of study. The reverse of this scenario occurs when a student receives a poor grade attributed to insufficient effort put into the task.

Weiner believes that we attribute performance to one of four elements: ability, effort, task difficulty and luck. A teacher's knowledge of how students attribute success can help them to improve students' self-esteem.

A simple example is a case scenario of two students. A is the high achiever and B is the low achiever. Student A tends to approach achievement opportunities while student B shuns them. Why is this? The consensus is to attribute any success to internal factors like effort and ability. Student B on the other hand feels that success is too far to reach and does not make the required effort to succeed. The notion that you are able to succeed lies in the belief that you can, and the result is a more rewarding outcome.

The student who is aware that success lies within naturally accepts challenges; and in spite of repeated failures will still try to succeed. However, students that know their limitations under the same circumstances are more likely to give up. From the two comparisons cited, we can see that motivation to perform at optimum levels can be attributed to our own behaviours and attitudes regarding capability. Teachers' attribution can damage students' motivation for learning. Teachers should therefore help students to make appropriate attribution.

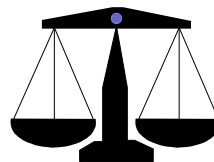
Expectancy theory – Victor Vroom

This theory argues that motivation depends on a person's expectations about his/her ability to perform tasks and receive desired rewards. The theory is not concerned with identifying types of needs but with the thinking process that persons use to achieve rewards. It is based on the relationship among effort, performance and value placed on outcomes associated with high performance.

The strength of a person's tendency to act in a certain manner depends on the strength of the expectancy that the act will be followed by a given consequence. No matter which choices individuals make, the outcome of those choices, can be viewed as a cognitive process or learned habits of expectancy.

Teachers can capitalise on the expectancy theory by stating the outcome or consequences of student's choices to study hard or not to study at all.

Equity theory – (J. Stacy Adams)



We all have an innate sense of right and wrong, fairness or unfairness, and, in essence, seek some form or level of social justice. This determination is based upon our interpretation of two comparative sets of situations that we have experienced. These experiences motivate us to act out certain behaviours or take some form of action in response to emotions felt.

For example, when parents pay a higher price for tuition for their children, the value attached to the education is greater, because of the perceived expectation of the worth of the institution which is relative to the price paid. Should this expectation prove contrary to their belief,

the general feeling would be that they had been cheated. The belief is that there should be some measurable difference of value to justify the expense.

In a classroom environment, the treatment of one student will naturally be expected by other students. Should this not be the case, students will react by displaying disruptive behaviours because the treatment received is a direct violation of their basic expectations for consistent and equitable treatment.

In the classroom this means that the teacher must exercise fairness in all their dealings with students, and whatever treatment is given to one must be given to all. The idea that teachers often “play favourites” is a common cry from many students. In order to avoid this label, a teacher must be alert to the possibility of being perceived by the students as unfair.

Achievement Motivation

We have already assessed the importance of motivation at all levels. Given two students with equal ability and the same opportunity and achievement conditions, the motivated individual will produce a positive outcome.

This theory describes achievement motivation as a desire to excel in a field for the sake of achieving and not for some reward. The persons who have a high need for achievement possess the following characteristics.

Simply put, the desire to achieve, to accomplish, and to learn, is in direct proportion to the level of motivation the individual possesses. As the evidence suggests, motivation and educational achievement is consistently and positively related.

Teachers at all levels have proven repeatedly, that when students are achievement-oriented and motivated during the learning process, there is a smoother flow, greater communication, diminished anxiety and heightened creativity. These factors make the learning environment more enjoyable for both the student and the teacher.

Students who successfully complete a learning experience are more satisfied with their achievement and are more likely to set future goals based on their experiences.

Teachers can assist students to feel that they have achieved by providing immediate feedback on their work, and by recognising their efforts and accomplishments.

While all of these are positive, we recognise that part of their effectiveness is the student's ability coupled with the quality of instructors. Knowledge, rapport, and attitude of the teacher also play an important role.



Summary

- The need theory refers to the motivations of people to follow a path of five key needs. Survival is at the lowest level with the highest level in the hierarchy being self-fulfilment.
- Incentive theories focus on human beings' ability to anticipate circumstances that relate to the exhibition of certain behaviours.
- Attribution theory is the process that people utilise to analyse causes of behaviour, their levels of satisfaction is attributed to success or failure of an action.
- Expectancy theory emphasises behaviour as it relates to a person's perceived expectation that a particular outcome will result.
- Equity theory argues that people evaluate various situations relative to others. It further suggests that people are concerned about fairness and social equity, and will speak out if this belief is violated
- Achievement motivation is based upon the premise that students with the same learning capabilities will produce different outcomes depending on their levels of motivation to learn.



Activity 2

Check your progress

1. As a teacher, how would you use the five levels in Maslow's hierarchy to motivate your students?
2. How do the motivational theories relate to the students' desire for academic success?
3. Why is an understanding of motivation relevant to teaching?

Check your answers on page 40.



Assignment No. 5.7-1

Unit 5.7 Educational Theory and Practise

You are now required to do **Assignment 5.7-1** which will be found at the end of this unit or distributed by your Tutor.

Section 3



Characteristics of a motivated teacher

There are many qualities that a teacher should possess to ensure that the needs of their student are being met. A repertoire of teaching skills, familiarity with theoretical knowledge and research about learning and human behaviour are just a few of the key attributes.

The following section gives specific details of various aspects of the characteristics and skills that a teacher who motivates students should have, in order to be termed effective.

The Mastery of Knowledge and Skills

A teacher's mastery of a subject matter is tied to his/her perspective on the subject and ability to analyse, convey its elements, possible uses, logic and relevance to the needs of the students.

Most teacher education programmes draw heavily on a number of disciplines. However, the actual training teachers receive in specific disciplines is essential to their general education.

An effective teacher draws on his/her own life experiences combined with learned theories, and presents them to the students. The theoretical knowledge about learning and human behaviour enables the teacher to use learned concepts from psychology, sociology and related disciplines to interpret the complex realities of the classroom. Any teacher who lacks the theoretical foundation is forced to interpret the information based on personal beliefs and unfounded notions regarding human behaviour in a learning environment.

While personal style and common sense are important attributes, nothing can substitute for a teacher's knowledge and skills. These are regarded as the corner stones of successful instruction, expertise, enthusiasm and clarity of lessons and are most beneficial in creating and performing useful communication for the benefit of our learners.

A simple definition of mastery is "our expert skill or knowledge". No matter what definition we use, a more practical explanation for those who instruct adults has three components:

- a. The teacher possesses beneficial information
- b. The teacher knows the subject or material well
- c. The teacher is significantly prepared to convey the information through the appropriate instructional channels.

There is no substitute for knowing the subject or topic thoroughly. An effective teacher is one who loves the profession and enjoys reading, reviewing or the practise necessary to produce the desired results.

Being able to explain difficult concepts to learners is only possible using many examples, stories, jokes or by whatever means necessary to the get the point across. This ability reflects the teacher's depth of knowledge and skills, which increases his/her ability to reach learners for whom one explanation was insufficient for comprehension.

When giving instructions to students, a greater part of the teacher's effectiveness and respect received depends on his/her own ability to execute a specific skill. This ability brings about credibility and builds the confidence of the learners about what is being taught.

A learning environment with knowledgeable and skilled teachers prevents learners' disillusionment and misapplication. Knowing the subject well enhances the teacher's confidence, flexibility and creativity and ability to field difficult questions from students.

To accomplish all of the above, the teacher must adequately prepare and plan each lesson in order to avoid embarrassment, loss of respect from students and discomfort with subject matter, equipment or skills.



The Art of preparation and planning

One of the most critical factors for a teacher is preparation – finding out the key details regarding the school's curriculum, developing lesson objectives, selecting appropriate content, ice breakers, and presentation techniques. Simply put, this process means conducting the necessary organisation of materials for the instruction of a lesson. To do this you must focus on the following:

- a. Defining the objectives
- b. Developing the lesson
- c. Selecting the appropriate aids
- d. Establishing time priorities

Defining the Objectives

There are two (2) types of objectives: behavioural and non-behavioural. However, in defining which objectives we would like to accomplish, we must focus on the desired outcome of the lesson. It indicates what the learner must be able to do, say or perform.

It is important to grab the attention of your students from the very beginning. Your choice of objectives and sequence of activities are key in accomplishing this goal.

Developing the Lesson

To develop a good lesson plan, organise your thoughts by putting them on paper to see how the plan fits together. Your choice of written words and what you will present orally requires different methods of execution. It is important, however, that you do the following:

- Read the material thoroughly
- Make certain it accomplishes your objectives
- Ensure that it is clear and easily understandable
- Organise ideas and topics sequentially
- Emphasise the main points

The objective is to maintain the smooth flow of your lesson, so that potential problems can be prevented.

Select the Appropriate Aids

When making decisions about what audio or visual aids to use to complement your lesson, just remember that a picture still paints a thousand words. Visual displays stimulate interest, maintain students' attention, and in essence increase their retention level.

Visual aids may take a bit longer to organise, but produce faster results and utilise less dialogue. You can show students how to execute a task much more quickly than by telling them. Also, when making the final decision on your aids, remember your capability and your limitations in creating the appropriate visuals and the availability of materials as well as the technical assistance required to develop an effective presentation.

Remember, a teacher's mood creates a favourable atmosphere for learning, and the selection of visual aids you choose, sends out a distinct message about you. Be certain that all of your materials,

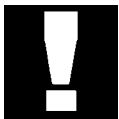
transparencies, flip charts and other relevant aids establish a positive perception of your preparation, knowledge and organisational skills.

Establish Time Priorities

Most syllabi have set time frames in which a certain amount of material has to be covered. With this fact in mind, it is easier to set specific times during the lesson, for the execution of certain tasks. Keep in mind that the intervals you determine for certain portions of your lesson should be adequate, realistic and efficient.

Do not waste time by focusing on the minor issues; rather, spend more time on the vital segments of the lesson. Many teachers are not aware that they have over explained a topic; however, careful attention to the expression on the faces of your students will keep you on track.

Keep a watch handy to ensure that you will not have to rush through material close to the conclusion of your lesson.



A simple ten-step format to use to save time in the classroom includes:

- Organise all material prior to the start of the lesson.
- Prepare for the students who will finish tasks early.
- Ensure you have time to spend with students who need extra assistance.
- Establish time frames for covering each segment of the lesson, so that the appropriate amount of work can be provided for students to complete in the time allotted.
- Anticipate possible questions students may ask in order to respond with an answer that clarifies lesson topics.
- Create visual aids to complement the lesson and reduce time often required for explanation of difficult to grasp concepts.
- Have simplified explanations and examples prepared for slower students to take with them.
- Begin lesson on time and be aware of “side trackers”. Note that legitimate concerns, which cannot be handled during class, can be accommodated during office hours or outside of class time.
- Pay close attention to students’ progress during the class and throughout the course. Clarify any misconceptions before the lesson ends.
- Give precise and clear instructions for any in-class or take home assignments.



The Power of persuasion and communication

Persuasion and Communication go hand in glove as both plays an important part of the daily life of every human being. Persuasion alone is used so often that we fail to recognise when we use persuasive communication or when we are exposed to it. Communication with students will remain a key factor for teachers to get their points across. However, in order to get students to buy into the concepts being shared, the teachers' persuasive ability becomes a vital ingredient.

As discussed in Module 1, for effective communication to take place, four elements must be present:

- The sender
- The message
- The channel
- The receiver

As communication situations become more complex, we are exposed to a number of tactics that are used to persuade others to see our points of view. The difference between communication and persuasion however, is the intent of the sender. The word 'persuasion' itself is defined as, "the ability of one individual to successfully influence another's thoughts or actions, through the transmission of a message".

The fact that you are in a position of influence indicates how easy it is to affect a predetermined attitude, belief or behaviour of your students.

Persuasion, however, must be viewed as an interactive process and not as a one-way process. The results of the interactive view of persuasion can be observed by the way we judge its effectiveness.

Although persuasion has historically been used in securing social changes, it is likely that it has the potential of becoming a major problem-solving tool particularly in the classroom. However, teachers still need basic communication skills to deal with sensitive issues that require tact. Teachers need to be able to draw upon the appropriate words, with the right feeling and tone to address issues openly and honestly.

The Importance of commitment and dedication

The role of a teacher is more complex than the simple dispensing of information. It is, rather a combination of professional expectations including counsellor, confidant, role model, parent and friend. This enormous amount of responsibility for non-teaching duties has made it harder to employ teachers who are still committed and dedicated.

In spite of these setbacks, educational institutions that are fortunate enough to secure these rare individuals are in a position to produce equally dedicated learners.

An enthusiastic teacher is a person who cares about, and values both the subject matter and students, and teaches in a manner that expresses those feelings, with the sole intent of stimulating the same feelings in the students. This teacher also has the ability to develop internal discipline, integrity and sound reasoning skills in others.

The intention of the dedicated teacher to motivate the students, using well-planned material, gestures and animation is often held in high regard. This degree of effort and energy encourages believability. Displaying commitment to your chosen field is an exhilarating quality that encourages and stimulates enthusiastic instruction.

Enthusiastic teachers often possess one or more of the following qualities:

- An upbeat, enthusiastic tone of voice
- Fluent and fluid speech patterns
- Varied hand, facial and body movements
- Open-mindedness to a variety of concepts and emotions
- Stimulating and informed individual
- High levels of energy and expression

Any teacher who does not feel the level of excitement, commitment and dedication that produces these feelings may find it difficult to motivate their students to better academic performances.

Sensitivity and understanding

Adult students, in particular, are very sensitive to and observant of the attitudes shown to them by a teacher - observations of which the teacher may not be aware. Any negative preoccupation with the teacher's level of sensitivity to their needs often reduces the effectiveness of the teacher.

On the other hand, a teacher who displays concern for each of their students and their respective learning needs will often get favourable results. If teachers want the students to have meaningful educational and emotional experiences, they must develop their minds and academic capabilities. Teachers need to get to know and understand their students.

Students' anxieties, learning disabilities and hostilities are best addressed when the teacher can put him/herself in the students' shoes. The teacher's depth of understanding of others is as deep as the wisdom gained from years of experience both in and out of the classroom.



Summary

- Mastery of knowledge and skills is tied closely to the teacher's perspective on the subject matter and his/her ability to convey that knowledge effectively to the student.
- Preparation and planning are critical factors in ensuring that the appropriate audio/visual equipment and time are available for conducting a lesson.
- Persuasion and communication are two skills that are beneficial to aid a teacher to influence the thoughts and actions of the students positively.
- The commitment and dedication of the teacher is directly correlated to the enthusiasm exhibited by the students and their motivation to excel in their various subjects.
- A teacher's sensitivity and understanding of the needs of students reduces the amount of anxiety and negative preoccupation students experience and promote meaningful educational experiences.



Activity 3

Check your progress

1. List the advantages of preparing for a lesson in advance.
2. Identify five steps to save time in the classroom
3. What are the four elements required for effective communication to take place? How will the four elements of communication influence students motivation?
4. Describe four personal characteristics of teachers which will motivate students.

Check your answers on page 40.



Assignment No. 5.7 - 2

Unit 5.7 Educational Theory and Practise

You are now required to do Assignment 5.7 – 2 which will be found at the end of this unit or distributed by your tutor.

Section 4



Motivating the Adult Learner

While we recognise the permanent changes in individuals that result from learning, keeping adults motivated to learn poses unique challenges for you, the teacher.

Perceptions and Expectations

Adult learners have many roles and responsibilities. Time is therefore a critical factor, and the investment of time to learn new activities is a major decision.

Learners are not necessarily aware of the requirements of educational or academic success, and this lack of awareness causes confusion and perhaps discouragement.

There are also many reasons why adult learners' expectations of success and their perceptions of their abilities produce failing results. Some of the reasons include:

- A lack of belief in self
- Difficult and new material
- Poor foundations
- Negative attitudes

To help these learners overcome these difficult circumstances, there are many strategies that can be implemented:

- Demonstration of the learning task
- Clear learning goal and evaluation techniques
- Material that is competency-based, self-directed and experiential.

Informing learners clearly about what they will learn reduces the amount of confusion that could develop from their expectations of success. This includes providing lesson objectives, expected learning outcomes and justification for the need or purpose of certain topics.

Clearly defined evaluation techniques will permeate their sense of progress and self-concept. This road-map helps the learners to evaluate their learning as they progress, and is a positive motivational force for studying and practising difficult areas.

When adult learners understand what is expected of them, they accept the challenges of projects, examinations and assignments more easily. When learners are faced with difficult work, your examples of other individuals' successes enhance the learners' expectations of success.

Awareness of the time factor for completing assignments is also useful to the adult learner, as it helps them to plan more effectively. Realising the magnitude of their responsibilities helps them to avoid procrastination.

Helping the adult learner to set specific goals is key for stimulating their expectancy for success. It also allows them to become aware of what they should be doing for a successful learning experience. This method also aids the learner in setting realistic goals and expectations, so that any obstacles that may prevent achievement may be overcome.

A few noteworthy motivational phrases that will help the adult learner focus on positive learning outcomes include:

- Achievement is possible
- Belief in self determines success
- Measurement of progress provides useful feedback
- Desire to learn is one important step
- Motivated learning leads to positive outcomes
- Commitment to the challenge brings favourable results
- Untapped resources are present within us

Attitudes and Behaviour

Helping adults develop positive attitudes and behaviours toward learning is an awesome task for you, especially if you are responsible for their effort and success. Extensive explanations, forcing, arguing or providing inefficient ways of helping them, develops negative attitudes towards learning.

On the other hand, there are many useful techniques you can employ that can help adults build positive attitudes toward themselves and learning, such as your lesson presentation, and your attitude toward the subject matter.

A useful definition of *attitude* is that it is a confirmation of a perception with judgements that result in emotions that influence behaviour. It is the attitudes of the adult student that will influence their learning. These attitudes are usually geared toward the following:

- The teacher
- The subject
- The learning situation
- Themselves
- Their expectations of success

As a teacher, one of your goals should be to earn respect from your students. To this end, you want them to like the subject you teach and to feel confident that they can succeed in learning the material you provide. However, there may be occasions when the adult learner appears disinterested and apathetic. Don't let this minor set back negatively influence your desire to help them learn. This is one reason why you must be aware of what can be done to influence learners' attitudes positively at the commencement of any type of learning experience.

How do you influence the learner's attitude toward you? There are four (4) key ways in which this can be done:

Share something of value

An effective speaker knows the value of sharing humour, a past experience or a memorable event in their lives. This openness allows your students to see another side that produces laughter or tears, which says that you have emotions too. All forms of sharing have the potential to evoke positive images and allow the learner to experience your humanity without self-consciousness. It also says a lot about what can be expected in subsequent classes you will teach.

Be willing to help

Adult learners face an internal fear that new information will be difficult and require them to seek the help of others. When you let them know from the very first day of instruction that you are available to help, the learners' level of fear or potential embarrassment is kept at a minimum.

Your availability to your students may include:

- Setting up appointments for tutorials
- Establishing office hours for clarification and discussion of previously taught material
- Providing specific learning aids to facilitate learning difficulties

Explain the purpose of assignments

It is common knowledge that adults must understand the reasons for a particular assignment or task, as they strongly object to unnecessary work. When you discuss the rationale for the distributed work, the adult learner will know that you have put some thought into the assignment, and are aware of the effort required to complete it as well as the learning outcome.

Meaningful assignments or tasks are those which stimulate thought, and provide realistic, comprehensive and relevant information and experiences.

Use warm introductions at the beginning of a course

Preliminary statements made prior to the actual commencement of a course, give the students the opportunity to introduce themselves and are a courtesy that should be extended at all times. You should also participate in these informal introductions and say a few things about who you are, where you are from, and your qualifications prior to giving the learners a hearty welcome.

This whole exercise should not take more than a few minutes, and could be done more traditionally using various ice- breaking techniques, which produce the same results. This activity emphasises the importance of the students and your interest in them as people. It also helps them to learn about each other and significantly reduces the level of tension in the classroom.

Building Blocks to Confidence

Helping your students to build up their confidence levels is an easy task if they are motivated and stimulated to learn. However, if the learner feels incapable of successfully completing any task, it can take some determined effort on your part to change this perception.

With adult learners, there are subjects that were feared from college or as far back as high school, and still have the ability to evoke strong emotional reactions. For example, any new learning that has elements from History, Biology, Math, and Algebra may cause immediate negative behavioural and attitudinal reactions, if these subjects presented challenges during the formative years of the learner.

All new learning encourages adult learners to become independent thinkers open to new ideas, rethinking past beliefs and exploring new ways of performing old tasks. Therefore, new learning can be regarded as a threat, and the resulting attitudes may also evoke resistance to the

new information. Other fears may include speaking in front of the class and role-playing, which can also produce high levels of anxiety.



To reduce these tension levels and simultaneously, help to build their confidence, there are ten (10) strategies that can be employed with adult learners:

1. Reduce or where possible eliminate negative concepts of particular subjects
2. Provide a comfortable and open learning environment
3. Provide competent learning plans/strategies to ensure successful learning outcomes.
4. Provide alternative instructional techniques to support your teaching such as group study, other suggested texts, audio/visual reviews and tutorial aids.
5. Establish clear standards of excellence
6. Segment course into digestible units
7. Use formative evaluation techniques that show their progress
8. Avoid competition between learners
9. Positively bring the learner face-to-face with mistaken beliefs, expectations and assumptions
10. Bring learners who have similar interests and enthusiasm about subjects together.

Stimulating Learner Anticipation

All instructional/activities during the longest phase of learning, should be stimulated by a number of motivational strategies that are flexible, and creative. The degree to which the learner participates is influenced by you the instructor and ties closely to the goals that you have set i.e. attention, interest and involvement. While these three goals may overlap, each requires specific strategies that may not always produce the desired results, but can be tried as needed.

There are however, some specific ways which can increase the level and extent to which the adult learner will be willing to participate. These activities include but are not limited to the following motivational exercises:

A) Communicate the importance of education

To stimulate students' desire to actively participate in discussions and talk about the ways in which the new training will benefit them.

B) Focus on transferable skills

Adults are motivated when realistically applicable and transferable information is provided, which will be of significant help to them in their current jobs. A smart teacher knows this aspect of learning and makes the effort to focus on core competencies that will help them perform these tasks better.

C) Provide many activities

By designing a number of classroom activities to complement the lesson, you are involving every learner. Most students report that the most motivational classes were those that emphasised participation and lots of activity.

These activities range from:

- Group work
- Games
- In-class projects
- Brainstorming
- Simulation
- Role playing
- Practical work executions

D) Making Learning Fun

The purpose for adding fun to learning is not just for amusement, but rather to stimulate productivity and energy in the students. This strategy also makes the classroom a livelier environment, which often produces exceptional learning results.

E) Use a variety of media

If you want to stimulate and retain enthusiasm for learning and equalled participation, use a variety of media, such as:

- Overhead transparencies
- Video taped presentations
- Computer aided instructions
- Flip charts
- Slides, charts and other visuals

All of the different media will supplement the social interaction incorporated into your lesson to create the desired learning outcome.



Techniques for motivated learning

For adults to learn and want to learn, motivation planning is vital. Planning is also important in helping you become aware of the excitement (or lack of it), during the instructional process. Lack of planning also encourages the teacher to blame the learners for their unresponsiveness to instruction. Motivation planning helps you focus on how you instruct and helps you to improve on weak areas.

Motivation planning is a systematic process that leads to the attainment of learning objectives. These objectives aid the learner in correctly solving a given problem, which was performed by a number of instructional activities.

A number of effective techniques can be utilised to stimulate learner motivation during the crucial points in the learning experience.

There are three (3) critical periods in the learning process, during which, a number of effective techniques can be used to stimulate learner motivation. These three periods are:

- a) Commencement
- b) Middle
- c) Conclusion

It is during these three periods that the appropriate media and activity must be implemented to ensure maximum impact on the learner's motivation. In spite of all these techniques, there is still more that you can do to inspire and motivate adult learners. These techniques are not new, but incorporate your attitude and behaviour as an effective teacher, which will support the adult learning principles that help you to accomplish your training objectives. These techniques include five (5) behaviours that can have a powerful impact on your students.

Five techniques to impact students

1) Boost learners' confidence

The motivation to learn can be increased by boosting the self-esteem of your students in their ability to learn. This technique will help you to create an environment conducive to learning. After all, students with low self-esteem will be less likely to achieve. Some positive confidence boosters include statements such as:

- This is not very difficult
- You can do this
- You've done an excellent job
- Just a few changes and this will be perfect

2) Focus on learners

It is natural to see people in terms of their attitudes and personality. However, as teachers, this weakness tends to require extreme control. Should you allow any negative feelings about your students to take over, you will erode their self-esteem and tend to make subjective interpretations. To make certain that this problem is diminished, make note of the following suggestions:

- Use realistic examples to present new concepts
- Ask learners for examples
- Give specific explanations to questions
- Request supporting information when in doubt
- Do not cast judgement – request explanation

3) Actively listen to learners

There are many times when the size and animation of your class may determine your ability to hear your students. However, with appropriate management of noise, you can actively listen to their concerns. This technique enables you to establish rapport with your students and stimulate open discussions. During this phase of your lesson, you must accept what is being said without making any judgements, clarifying the information which is then reflected back to the student.

A few noteworthy points to keep in mind is when students begin to ramble, disagree with assignments, express viewpoints, or make an important statement, active listening will keep you focused and make it easier to respond to questions or behaviours.

4) Reinforcement of learning

Skilful teachers are able to identify segments of learning that gradually build that learning into the desired outcome. Reinforcement of learning is a three-step process in which observable learner behaviours can be identified, effects of behaviour explained and your position or feeling on the learning outcomes of your students stated positively.

5) *Maintain set goals*

Instructional goals should be achievable, measurable and specific. Each aspect of your instruction should be accompanied by deadlines in which goals will be achieved. Sticking to the schedule gives learners a clear indication of what is expected of them and adds to your credibility while providing them with current information on their performance.



Summary

- The positive perceptions and expectations of learners about their ability to successfully complete requirements of courses, lies in the clearly defined evaluation techniques and reinforcement of capability by the teacher.
- The development of positive attitudes and behaviour toward learning, depends on the techniques teachers use during the presentation of their lessons, self and general feelings about their students.
- Helping students increase their self esteem and build confidence, depends on their motivation and desire to learn, accompanied by clarification of difficult subject matter and reduction of fear of incompetence to handle challenging work.
- Motivation planning is paramount for stimulating motivated learning, which is a systematic process that leads to the attainment of learning objectives.



Activity 4 Check your progress

- 1) What are the four key reasons adult learners produce failing results?
- 2) Define the term “attitude” and state how it affects learning outcomes and behaviours.
- 3) How does a teacher positively influence the learner’s attitude toward them?
- 4) Describe five ways in which a teacher can increase the adult learners’ willingness to participate.

Check your answers on page 42.



Assignment No. 5.7 - 3

Unit 5.7 Educational Theory and Practise

You are now required to do Assignment 5.7-3 which will be found at the end of this unit or distributed by your tutor.

Suggested answers

The activities are designed to allow you to check your understanding of the information and your progress through the unit.

The guidelines provided here will give you a basic idea of the information your responses should contain. If you have any difficulties or questions, please contact your tutor.

Activity 1 Page 12

Discuss your answer with your tutor or with colleagues at your institution.

1. Any of the following choices are correct:
 - a) Build self-esteem
 - b) New patterns of behaviour
 - c) Motivated learning
 - d) Sustained interest
 - e) Personal growth and development
2.
 - a) Set achievable training goals
 - b) Get student feedback and points of view
 - c) Listen actively to their questions and concerns
 - d) Stay focused on lesson objectives
 - e) Evaluate student's progress
 - f) Reinforce key points of the lesson
 - g) Follow-up
3. A material environment is the framework for learning and includes organising the lighting, teaching aids, classroom seating and preparation of support media prior to the start of the class.

An emotional environment is one that put the students at ease in their surroundings, and make them comfortable with the teacher. This degree of comfort includes such aspects as the teachers tone of voice, beliefs, attitudes and expectations, sense of humour, and control techniques.

Activity 2 – Page 20**a) *Survival Needs:***

The basic need of all human beings are adequate food, shelter and clothing, which are the foundations of survival. These needs are aided by the teacher who provides the tools and techniques to enable students to survive the pressures of life and the classroom over the long haul assists these.

b) *Security Needs:*

The desire to feel safe from danger, pain or personal threat. This need is supported by the teacher who creates a welcoming and non-threatening environment for the student.

c) *Social Needs:*

This includes a combination of love affection, friendship, and a general feeling of belonging and acceptance. The teachers' role at this level is to act as a moderator to ensure that all students are given the opportunity to participate without domination by others.

d) *Esteem Needs:*

The motivation or desire to satisfy the ego which include the need for status, recognition and personal achievement. In this regard, the teacher is responsible for monitoring the behaviour and responses of all students and must exercise fairness when grading papers and giving praise.

e) *Self-fulfilment:*

The need of individuals to reach their highest levels of potential while recognising the personal costs that are involved.

Please discuss your answer for questions one and two with your tutor.

Activity 3, page 28

1.
 - Ability to explain difficult concepts
 - Ability to reach learners.
 - Effectiveness and respect
 - Execution of specific skills
 - Credibility, confidence and creativity
 - Ability to answer difficult questions
 - Ensures comfort with subject matter equipment and skills
 - Knowledge of environment and avenues of support for media etc.
 - Ability to keep one step ahead of your students

- Maintaining smooth flow of lesson
 - Establishing time priorities
- 2.
- Prepare for the students who will finish tasks early
 - Ensure you have time to spend with students who need extra assistance
 - Establish time frames for covering each segment of the lesson, so that the appropriate amount of work can be provided for students to complete in the time allotted
 - Anticipate possible questions students may ask in order to respond with an answer that clarifies lesson topics
 - Create visual aids to complement the lesson and reduce time often required for explanation of difficult to grasp concepts
 - Have simplified explanations and examples prepared for slower students to take with them
 - Begin lesson on time and be aware of “side trackers”. Note that legitimate concerns which cannot be handled during class, can be accommodated during office hours
 - Pay close attention to students’ progress during the class and throughout the course. Clarify any misconceptions before the lesson ends
 - Give precise and clear instructions for any in-class or take home assignments.
- 3.
- The Sender
 - The Message
 - The Channel
 - The Receiver
- 4.
- An upbeat excitable tone of voice.
 - Fluent and fluid speech pattern
 - Varied hand, facial and bodily movement.
 - Open-minded to various concepts and emotions
 - Stimulating and informed individual
 - High levels of energy and expression

Activity 4, page 37

1.
 - A lack of belief in self
 - Difficult and new material
 - Poor foundations
2. An attitude is a confirmation of a perception with judgements that result in emotions that influence behaviour. Attitudes can affect learning outcomes and behaviour both positively and negatively. Positive learning outcomes and behaviour evolve from a teacher's lesson presentation and attitude toward both students and subjects taught. Negative learning outcomes and behaviour are often the result of force, arguments and inefficient learning techniques.
3. A teacher can positively influence the learner's attitude toward them by:
 - sharing something of value
 - willingness to help
 - explaining the purpose of assignments
 - warm introductions
4. A teacher can increase an adult learners' willingness to participate by:
 - Communicating the importance of education
 - Focusing on transferable skills
 - Using many activities
 - Making learning fun
 - Using a variety of media



Assignment No. 5.7 - 1

Unit 5.7 Motivation of Students

Question 1

Answer *true* or *false* to the following statements.

- 1.1 _____ Human behaviour is attributed to a number of cognitive processes such as thinking and problem solving.
- 1.2 _____ Students are not concerned with establishing relationships with their teachers in order to motivate learning.
- 1.3 _____ A quiet, safe and orderly environment is most conducive to effective learning.
- 1.4 _____ Controlling the material environment in an actual classroom involves many activities including arranging the lighting.
- 1.5 _____ The seating arrangement in a classroom is not a contributing factor for effective management and control.
- 1.6 _____ Dictatorial teachers produce motivated behaviours in their students.
- 1.7 _____ A teacher's tone of voice is an important attribute, which creates a relaxed learning atmosphere.
- 1.8 _____ Internal motivators are the impulses that drive individuals to achieve their desired goals.
- 1.9 _____ The theory of motivation developed in the 1940's by Abraham Maslow is also known as the Hierarchy of Needs.
- 1.10 _____ Attribution theory focuses on human beings ability to anticipate circumstances relative to the exhibition of certain behaviours.

1 mark each = 10 marks

Question 2

On the line to the left, write the letter that corresponds to the correct answer. There is only one answer for each definition.

- | | |
|--------------------------|---|
| 2.1 __ Equity theory | A Freedom from danger, pain or personal threats. An immense motivator creates the right environment. |
| 2.2 __ Expectancy Theory | B The need for status, recognition and personal achievement gives us a form of self respect and dignity |
| 2.3__ Esteem needs | C Included at this level of the hierarchy is a combination of love, affection and friendship |
| 2.4__ Security needs | D Emphasis behaviour as it relates to a person's perception that a particular outcome will result. |
| 2.5__ Social needs | E Argues that people evaluate various situations relative to the fairness of others. |
| | F A measure of the degree of attractiveness that a particular object holds. |

1 mark each – 5 marks

Question 3.

- 3.1 List five characteristics exhibited by students with a high self-esteem. ***5 marks***
- 3.2 Identify a situation where you were not motivated to learn. What factors present contributed to this behaviour? What techniques, tools or other factors could have stimulated your desire to learn?

10 marks

Total – 30 marks



Assignment No. 5.7 - 2

Unit 5.7 Motivation of Students

Question 1

In approximately 75 words, illustrate how a teacher's lack of knowledge and preparation for class can lead to a loss of students' respect and desire to learn.

8 marks

Question 2

Compare the teaching techniques, skills, attitude, and styles of a seasoned teacher in your school to that of a new teacher. What are the key differences? Which teacher is the most effective in communicating with the students?

15 marks

Question 3

Why is a teacher's sensitivity and understanding of students learning needs, important to the students overall educational development?

7 Marks

Question 4

Design a learning environment for twelve (12) adult students in which the appropriate seating equipment and support media are identified.

15 Marks

Total = 45 marks



Assignment No. 5.7 - 3

Unit 5.7 Motivation of Students

Case Study

Read the following Case Study and answer the questions below.

25 Marks

The New Teacher

At the beginning of the Winter term, Miss Clancy, the new Science and Nutrition teacher, joined the faculty of Cleveland College. Her credentials included a Master's Degree in Nutrition and Dietetics, a Bachelor's Degree in Biology and Chemistry and more than ten years in various capacities in a number of organisations.

During the week of class preparation, she was assigned to work with Mr. Rogers. Mr. Rogers' was a veteran with some twenty plus years of teaching experience, his academic credentials included a Bachelor's Degree in Nutrition and a certificate in Teaching.

By the third week of the term the number of complaints from students in Miss Clancy's section had escalated and many dropped the class. Mr. Rogers' students on the other hand seemed quite happy. Some of the students from Miss Clancy's class had complained endlessly to Mr. Rodgers about her inability to teach. They also said she treated them like children and her attitude left a lot to be desired. The following Monday morning the Faculty Advisor, Mr. Jones, called Miss Clancy into his office.

Questions

1. Should Mr. Jones put Miss Clancy on notice? What other alternatives might he consider?
2. What do you perceive contributed to Miss Clancy's inability to relate to the student?
3. Determine which techniques or skills Miss Clancy could implement to create an effective learning environment for her adult students.
4. Explain what steps the Cleveland College could use to prevent similar problems with new teachers in the future.

Total = 25 marks