

Tutors Assignment Correction Guide

Module 5 Educational Theory and Practise

Unit 5.7 Motivation of Students

TUTORS ASSIGNMENT CORRECTION GUIDE

Module 5 Educational Theory and Practise

Unit 5.7 Motivation of Students

This Guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in weighting of assignments and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Assessment Instrument

Module 5 Educational Theory and Practise

Unit 5.7 Motivation of Students

Assignment No. 5.7 –1

This assignment has been designed as a relatively simple one for you to complete as the first related to motivation of students, yet tests your level of understanding of the concepts involved.

In all, there are 15 individual segments, which are very objective, and except for 3 questions, each have only one correct answer. The level of competence required for this assessment is equivalent to 90%, which translates into 12 correct responses out of the 15. In addition to this, no more than one incorrect response will be accepted in each of the sections. Should you not achieve this, you will be given the opportunity to resubmit the assignment without penalty.



Assignment No. 5.7-1

Unit 5.7

Motivation of Students

Guidelines for the Correction and weighting of questions for assignment 5.7 –1

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 for assignment – 30 marks



Answers Assignment No. 5.7-1

Unit 5.7 Motivation of Students

Question 1

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

- 1.1 **True** Human behaviour is attributed to a number of cognitive processes such as thinking and problem solving.
- 1.2 **False** Students are not concerned with establishing relationships with their teachers in order to motivate learning.
- 1.3 **True** A quiet, safe and orderly environment is most conducive to effective learning.
- 1.4 **True** Controlling the material environment in an actual classroom involves many activities including arranging the lighting.
- 1.5 **False** The seating arrangement in a classroom is not a contributing factor for effective management and control.
- 1.6 **False** Dictatorial teachers produce motivated behaviours in their students.
- 1.7 **True** A teacher's tone of voice is an important attribute, which creates a relaxed learning atmosphere.
- 1.8 **True** Internal motivators are the impulses that drive individuals to achieve their desired goals.
- 1.9 **True** The theory of motivation developed in the 1940's by Abraham Maslow is also known as the Hierarchy of Needs.
- 1.10 **False** 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 <u>E</u> Equity theory | A Freedom from danger, pain or personal threats. An immense motivator creates the right environment. |
| 2.2 <u>D</u> Expectancy Theory | B The need for status, recognition and personal achievement gives us a form of self respect and dignity |
| 2.3 <u>B</u> Esteem needs. | C Included at this level of the hierarchy is a combination of love, affection and friendship |
| 2.4 <u>A</u> Security needs | D Emphasis behaviour as it relates to a person's perception that a particular outcome will result. |
| 2.5 <u>C</u> 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 *Any five characteristics noted throughout page 11 of this unit would be acceptable, but any seen from experience that you believe can be a characteristic is also acceptable.* ***5 Marks***

- 3.2 *Some of the points that could be included to indicate that the trainee teacher has an understanding of motivation and its effects on learning would be:*

Any listed throughout section 1, such as:

- *How motivation affects instruction*
- *Increasing students willingness to learn*
- *Creating an effective environment both materially and emotionally.*

10 Marks

Total – 30 marks

This assignment should represent 30% of the total assessment for the unit.

Assignment 1	30
Assignment 2	45
Assignment 3	25
<hr/>	
Total for unit	100%



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.

Marks – 8

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?

Marks – 15

Question 3

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

Marks – 7

Question 4

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

Marks – 15

Total = 45 marks



Assignment No. 5.7 - 2

Unit 5.7 Motivation of Students

Guidelines for the correction of questions for assignment 5.7 – 2

Question 1

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

This answer should include information or examples drawn from pages 30-31 of section 3 such as:

- *How a lack of knowledge impacts the teacher's ability, confidence and creativity.* **3 - marks**
- *Lack of ability to execute specific skills* **2 - marks**
- *Lack of preparation and planning of lesson, media selection and material preview* **3 - marks**

Total 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?

This is a question, which helps identify if the students can translate concepts of motivation into actual classroom situations.

The answer should contain information from section 3 and address the following:

- *use of appropriate aids*
- *execution of specific skills*
- *attitude, sense of humour, etc.*
- *time and classroom management*
- *communication skills* **8 marks**

- *key differences between the two teachers*

4 marks

- *statements of which teacher is most effective*

3 marks

Total 15 marks

Question 3

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

This answer should include extracts from page 21, section 3, such as

- *teacher's attitudes are observable by students*
- *how levels of sensitivity aids effectiveness*
- *how obvious concern impacts ability, esteem, and educational development*
- *knowing and understanding students abilities and needs translates into effective teaching methodology*
- *application of appropriate learning tools*

However, weighting for this question is as follows:

- *explanations of sensitivity* **2 marks**
- *types of students learning needs* **2 marks**
- *how effective teaching and sensitivity aids educational development* **3 marks**

Total 7 marks

Other appropriate and relevant suggestions from previous experiences are also acceptable.

Question 4

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

Some of the items that could be included to indicate that the trainee teacher has a clear understanding of “An effective learning environment” include references to the material environment such as the arrangement of:

- *desks (students and teachers if appropriate)*
- *chairs*
- *teachers aids*
- *audio-visual equipment (projectors, television, video, etc)*
- *displays, charts*
- *other support media*

5 marks

- *appropriate use of spacing*
- *neatness of diagram clarity of objects*

5 marks

- *functionability of learning environment (student comfort, view etc.)*

5 marks

Total for assignment - 45

Assignment Weighting

As stated in the Guide for Assignment 5.7 – 2, this assignment is weighted at 45% of the total assessment of this unit.

Assignment 5.7 – 1	30%
Assignment 5.7 – 2	45%
<u>Assignment 5.7 – 3</u>	<u>25%</u>
Total for unit	100%



Assignment No. 5.7 - 3

Unit 5.7 Motivation of Students

Case Study

Read the following Case Study and answer the questions below.

Marks - 25

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 students?
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 for Assignment – 25 marks

These case study questions help to determine the student's ability to analyse situations

In which the material studied in the entire unit and others can be utilised.

- 1. The answer should give the position for or against and justification for or against and justification for either choice.*

4 marks

- 2. Extract from the unit as well as ideas from the previous experience are suitable.*

4 marks

- 3. This answer should contain extracts from section four of the unit including details about the following*

- Adult learners perceptions and expectations*
- Attitudes and Behaviour*
- Building the Adult learners confidence*
- Stimulating anticipation and participation*
- Techniques to motivate learning*

7 marks

Any additional information from previous experience could also be included.

- 4. This answer requires the student to use analytical and suggestive ideas, which can include:*

- Team teaching*
- Formalised organisational training for the new teachers mentoring programme*
- Timely evaluations*
- Listening to students concerns*
- Formal complaint system etc.*

10 marks

Total for assignment = 25 marks

Assignment Weighting

As stated in the Guide for Assignment 5.7 – 3, this assignment is weighted at 25% of the total assessment of this unit.

Assignment 5.7 – 1	30%
Assignment 5.7 – 2	45%
Assignment 5.7 – 3	25%
<hr/>	
Total for unit	100%