

# Action Research INSET

Monitoring and motivating 'middle' ability learners at KS4

## What did our action research on?

- Motivation in lessons
- Intrinsic motivation
- Long term motivation

# What does a middle prior attaining student look like?

- **Behaviour**
- **Class work**
- **Home learning**
- **Assessments**

# 1. Motivation in lessons

## Think → pair → share

- **Individual** response → **paired** discussion → **final** response
- Explain the **drafting** process
- Insist on **full sentences**
- **Accountability**

## Content based testing

- Competition is against **previous** test result
- Competition could be against **two teams** in the classroom
- **Learning** occurs **in** testing
- **Routine**

# Reflecting on INSET 1

## Analysing data

- Competition could increase engagement, participation, and motivation in the **short term**
- Think-pair-share worked well when students **didn't know who would be asked**
- Motivation is a **choice** that students make

## 2. Building intrinsic motivation: Daniel H. Pink

*Drive: The Surprising Truth About What Motivates Us – Daniel H. Pink*

- ‘Rewards can deliver a **short term boost**... but some people will **choose the quickest route** ... taking the low road.’
- Intrinsic motivation is ‘**endlessly renewable**.’
- Intrinsically motivated people are ‘less concerned with the external rewards an activity brings and more with the **inherent satisfaction of the activity itself**.’
- This type of motivation is ‘**made, not born**.’

## 2. Building intrinsic motivation

- **Genuine praise:** find an opportunity to congratulate the student when they have bettered their work in some way.
- **High standards:** demand full sentences and completed answers.
- **Modelling:** complete a task with the students to show the enjoyment you get from a task.
- **Design an 'impossible' task:** what can students attempt in 15 minutes that goes from impossible to possible?
- **Talk in the language of their goals:** Motivate students by describing a task as 'too challenging.' For KS4 explain the activity you're going to attempt is akin to A-Level and that you expect it to be difficult.

# Reflecting on INSET 2

## Analysing data

- Praise boosted esteem between **assessments** → **quantity improved**
- Modelling is a great example of **'flow'** – the idea that a task is not too challenging or too easy, enabling oneself to be lost in the enjoyment of achieving the task
- Designing an impossible task might boost confidence and motivation short term, but can students remember to be **resilient and persistent over time?**

### 3. Long term motivation

#### Autotelic Experiences (Daniel H. Pink)

‘In an autotelic experience, the goal is self-fulfilling; the activity is its own reward.’

- **Autonomy**     *The desire to **direct** our own lives*
- **Mastery**     *The urge to get **better and better** at something that matters*
- **Purpose**     *The yearning to do what we do in the services of something **larger than ourselves***



### 3. Long term motivation

#### Autonomy

- ✓ Use **non-controlling language**: ‘we’, ‘together’, ‘consider this’ instead of ‘you must’, ‘you should’.
- ✓ **Offer options**: you can either have a go at Q2 or Q3 today.

# 3. Long term motivation

## Mastery

- ✓ **Seek constant, critical feedback:** know **exactly** how to improve... Encourage students to understand criticism as knowledge and power.
- ✓ **Offer novel, engaging, and challenging tasks:** drop students in 'The Pit' to work their way out.

### 3. Long term motivation

#### Purpose

- ✓ **Meaningful tasks:** what is the relevance of this task? Why is it interesting? How does it relate to the way your subject progresses later in school/university/the work place?
- ✓ Offer **praise in private:** make it purposeful and personal; its purpose is not as an award in front of others.

# Reflecting on INSET 3

## Analysing data

- Language that establishes a sense of **community** in the classroom also develops **curiosity, problem solving skills, and quality questions**
- Some students **will rise to the challenge** of the trickier of two options... some won't. But they might next time.
- Praising the **method** of students' work, rather than the outcome of a difficult challenge encourages them to recognise there is **enjoyment in the process** not the final product

# Reflecting on today

## Monitoring and motivating 'middle' ability learners at KS4

### How successful were these strategies in motivating students?

- ✓ Think-pair-share
- ✓ Regular content based testing
- ✓ Praise
- ✓ Teacher modelling
- ✓ 'Impossible' tasks
- ✓ The use of feedback
- ✓ Teacher's use of language

### What else?

- What do you think motivated students look like?
- What do 'middle' ability students at Beaumont look like?
- How else can we boost attainment in the 'middle' group?
- What works in your classroom?
- What motivates you?