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# Motivating Students to Learn

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INSPIRING LEARNING

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## What is your motivation to teach?

|                             |   |
|-----------------------------|---|
| <b>INTRINSIC MOTIVATION</b> | I really enjoy teaching very much. Teaching is fun.   |
| <b>EXTRINSIC MOTIVATION</b> | I see myself as a teacher.<br>I teach because this is a meaningful job.<br>I teach because I have to.<br>I do it for the pay. |
| <b>AMOTIVATION</b>          | I don't know if I want to teach anymore.  |

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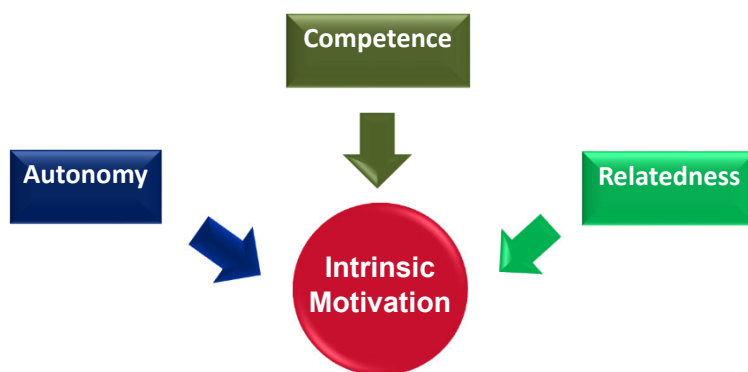
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## Are your psychological needs being satisfied or thwarted?



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## What are the factors that influenced your behaviours in the classroom?

- Factors from Above
  - School leader's leadership style
  - RO leadership style
  - School Climate
  - Job Pressure



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## What are the factors that influenced your behaviours in the classroom?

- Factors from Within
  - Causality Orientation
  - Need Satisfaction
  - Need Frustration
  - Intrinsic and Extrinsic Goals
  - Teaching Efficacy
  - Motivation



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## What are the factors that influenced your behaviours in the classroom?

- Factors from Below
  - Students' autonomous vs controlled motivation
  - Students' prosocial vs antisocial behaviour
  - Students' engagement vs disengagement



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## Are students capable of motivating themselves?

- Individuals not only have different amounts (**levels**), but different kinds (**orientations**) of motivation.
- The different types of motivation can be differentiated by the different **reasons** or **goals** that give rise to the action.
- There is a need to understand the motivation of your students.
- No students come to school to fail!



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## Conclusion

**Intrinsic motivation**  
i.e., Learning for its own sake



Long-term consolidation of learning

**Extrinsic motivation**

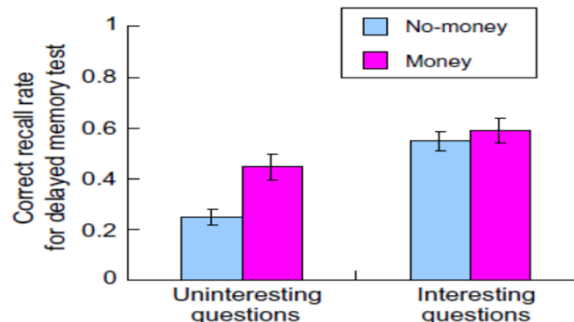
i.e., Learning for external reasons



Only short-term learning



Murayama & Kuhbandner (2011, *Cognition*)



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## Time for a Paradigm Shift?

How can I motivate my students?



How can I create the conditions within which my students will motivate themselves?



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## Autonomy-Supportive Motivating Style VS Controlling Motivating Style



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## Autonomy Supportive vs Controlling

### Autonomy-Supportive

1. Adopt the students' perspective
2. Invite and welcome students' thoughts, feelings, and actions into the flow of the lesson

### Controlling

1. Adopt only the teacher's perspective
2. Intrude into and try to change or correct students' thoughts, feelings, and actions during lesson



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## Autonomy Supportive vs Controlling

### Autonomy-Supportive Instructional Behaviours

1. Nurture inner motivational resources
2. Rely on informational language
3. Provide explanatory rationales
4. Display patience for self-paced learning
5. Acknowledge and accept expressions of resistance and negative affect

### Controlling

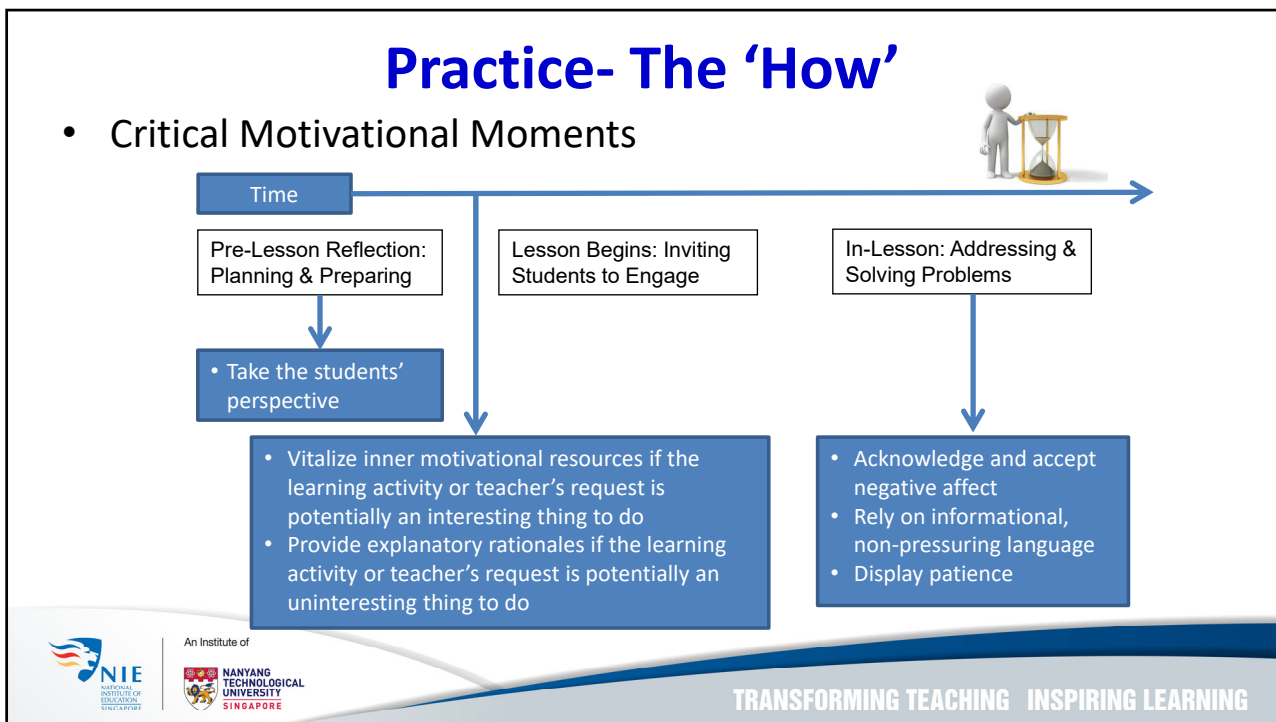
### Instructional Behaviours

1. Use environmental sources of motivation
2. Rely on pressuring language
3. Directives without explanations
4. Impatiently intrude on student's workspace
5. Counter and try to change expressions of resistance and negative affect



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## Benefits of Autonomy-Supportive Teaching

| Motivation   |  | Skill   | Relationship Satisfaction            | Psychological Well-Being                              |
|--|--|---|--------------------------------------|---|
| Psychological Need Satisfaction (Autonomy, Competence) | Intrinsic Goal to Develop Greater Teaching Skill | Teaching Efficacy for Instructional Strategies  | Improved Relationships with Students | Job Satisfaction                                      |
| Autonomous Motivation for Teaching                     | Enhanced Passion for Teaching                    | Teaching Efficacy to Enhance Student Engagement |                                      | Increased Vitality from Teaching                      |
| Less Controlled Motivation for Teaching                |  | Student Rating of Instructor's Expertise        |                                      | Decreased Emotional-Physical Exhaustion from Teaching |

*Source:* Cheon, S. H., Reeve, J., Yu, T. H., & Jang, H.-R. (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sports and Exercise Psychology*, 36, 331-346.

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# Thank You!

For more information, please check out <https://merl.nie.edu.sg/>



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## Questions

- What is your motivation to teach?
- Are your psychological needs being satisfied?
- What are the factors that influence your behaviours in the classroom?
- Are your students capable of motivating themselves?



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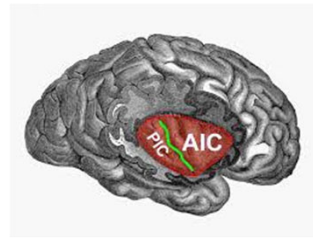
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## Mechanism of Intrinsic Motivation

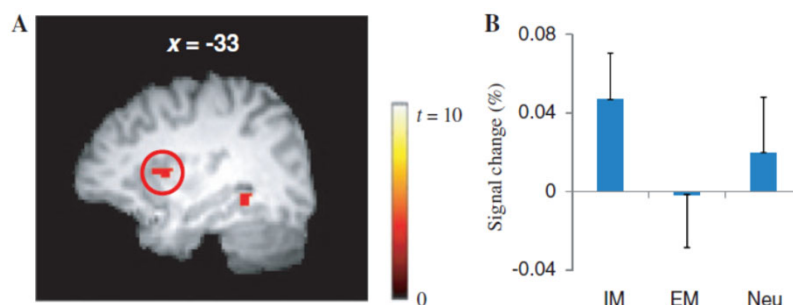
- IM activate more insular cortex activity (Lee, Reeve, Xue, & Xiong, 2012).
- Anterior insula, striatum, anterior insula-striatum interaction (Lee & Reeve, 2013).



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## Lee & Reeve, 2013

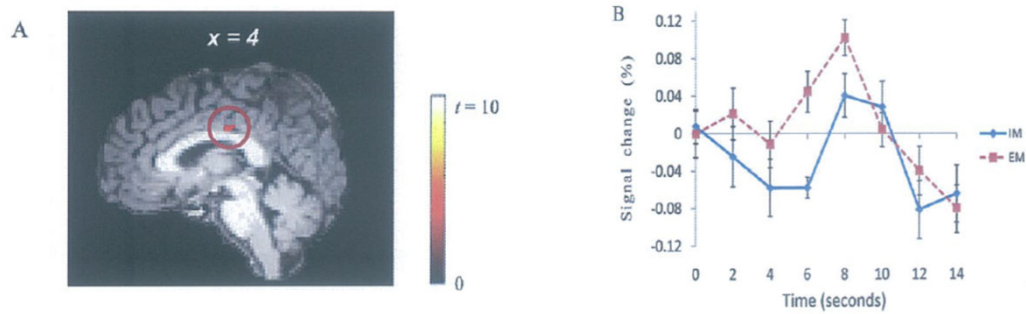


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## Mechanism of Extrinsic Motivation

- EM activate more posterior cingulate cortex (PCC) activity (Lee et al., 2012).



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| Act   | Purpose  |
|---|--|
| Vitalise inner motivational resources           | <ul style="list-style-type: none"> <li>Foster intrinsic motivation, self-endorsed goals &amp; values</li> <li>Preference for optimal challenge</li> <li>Foster a sense of curiosity</li> </ul> |
| Use of informational, non-pressurising language | <ul style="list-style-type: none"> <li>Non-evaluative, flexible &amp; informational</li> </ul>   |
| Provide explanatory rationales                  | <ul style="list-style-type: none"> <li>Importance, personal significance &amp; value</li> </ul>  |
| Display patience                                | <ul style="list-style-type: none"> <li>Display patience in monitoring students' work</li> <li>Display patience &amp; change problem-solving strategies</li> </ul>                              |
| Acknowledge & accept negative affect            | <ul style="list-style-type: none"> <li>Appreciate student's perspective</li> <li>Create opportunities to restructure an unappealing lesson</li> </ul>  |

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