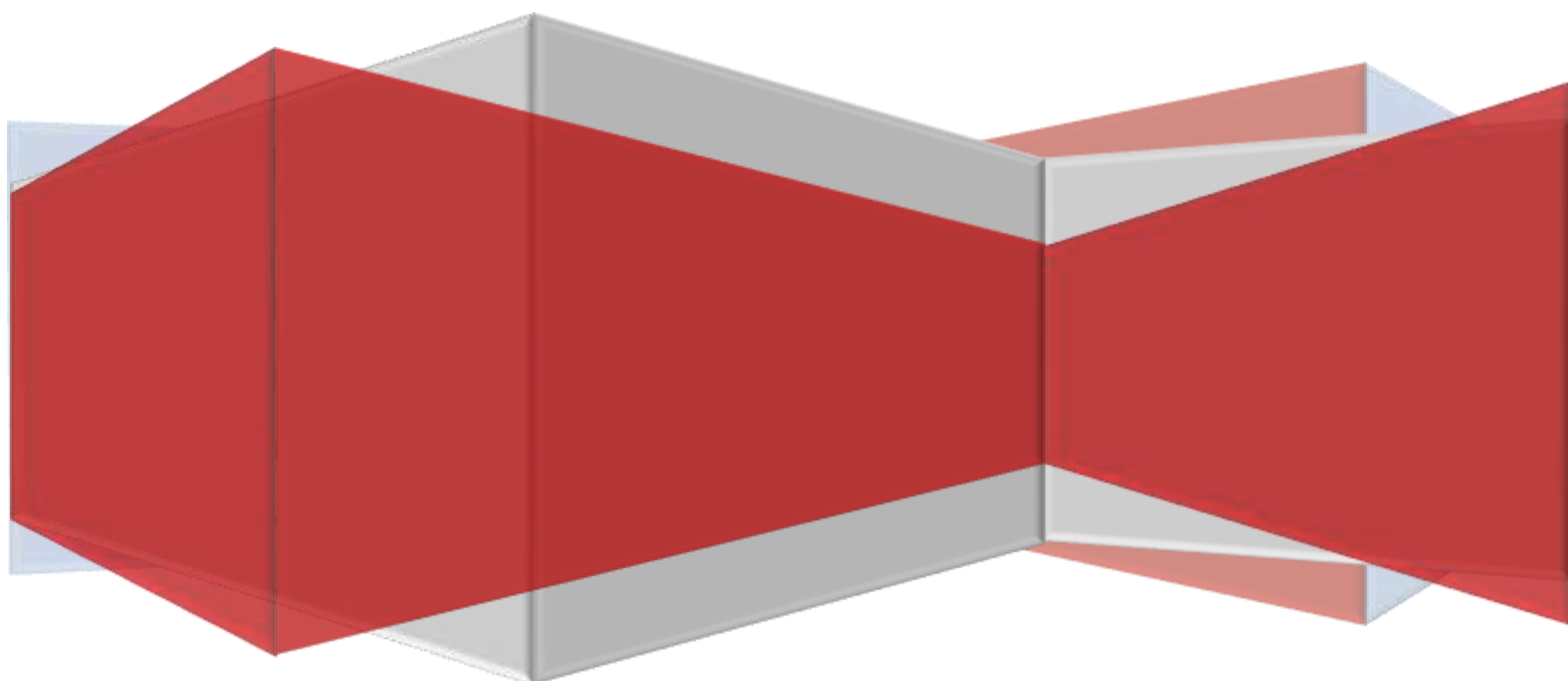


Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils



Competence Title: Motivation and Perseverance

Partner Responsible: Rinova



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Slide no	Additional Theories
16	<p>Motivational theory - Cognitive dissonance (Leon Festinger)</p> <p>Using an unresolved conflict in our mind between two beliefs. The resulting level of tension can be a powerful motivator. In the classroom can first identify the beliefs at the heart of a student's attitude, and then produce powerful information which counters those beliefs</p>
17	<p>Motivational theory - Drive Reduction Theory (Clark L Hull)</p> <p>Centred on the idea that we all have needs that we attempt to satisfy in order to reduce the tension they cause. The internal stimuli these needs produce are our main drives in life. There are primary drives which refer to basic needs (food, sleep etc.) and secondary drives which refer to social identity and personal fulfilment. In the classroom we need to find out what drives our individual pupils, what are their needs and drives</p>
18	<p>Motivational theory - Attribution Theory (Bernard Weiner)</p> <p>When we make a mistake or 'fail' at something we tend to go through a two-step process. We first experience an automatic response thinking the error is our fault, then a slower reaction which seeks to find an alternative external attribution. This response, however, is unlikely to lead to self-improvement, as it results in an individual not addressing the real cause of their error/bad performance in the future. This theory used in the classroom means we need to support students so that they can face their challenges / 'failures' and learn from their mistakes</p>
19	<p>Motivational theory - Endowed progress effect (JC Nunes and X Dreze)</p> <p>When people feel they have made some progress towards a goal, they will feel more committed towards its achievement. Conversely, people who are making little or no progress are more likely to give up. In the classroom try to ensure that students experience success in the initial stages of a project, for example by making the initial stages easier, or in providing lots of support at the beginning</p>
20	<p>Motivational theory - Cognitive Evaluation Theory (Deci and Ryan)</p> <p>When looking at a task, we assess it in terms of how well it meets our need to feel competent and in control. We will feel 'put off' by those tasks which we think we will do poorly at. This issue is often more about self-perception of one's levels of</p>

	competency than objective truth and in the classroom we need to prepare students cognitively and emotionally for challenging tasks
21	<p>Motivational theory - Valence – instrumentality – expectancy (VIE) Theory (Victor Vroom)</p> <p>In this theory, motivation refers to three factors: what we think we will get out of a given action/behaviour (what's in it for me?); the belief that if I perform a specific course of action I will succeed (clear path?); the belief that I will be definitely able to succeed (self-efficacy). So in the classroom it is important to make clear to students why a specific outcome is desirable, provide them with a clear path to get there, and support their self-belief that outcomes can be achieved</p>
22	<p>Motivational theory - Goal-related Theory (Edwin Locke)</p> <p>In order to direct ourselves in our personal, educational and professional life we set ourselves goals. These should be: clear (so we know what to do and what not to do), challenging (so we get some stimulation), achievable (so we do not fail). If we set goals ourselves, rather than having them imposed on us, we are more likely to work harder in order to achieve them. In the classroom involve students actively in the process of learning and goal setting</p>
26	<p>Motivational theory - intrinsic and extrinsic motivation (Deci and Ryan)</p> <p>Differences in motivation are an important source of diversity in classrooms, they are comparable in importance to differences in prior knowledge, ability, or developmental readiness. Pupils who are externally motivated are more likely to see the teacher, classroom, book or other external force as a reason for their failure. These pupils have an external locus of control and will tend to see their failure as all encompassing rather than a one-time mistake. Schools need to encourage intrinsic or internal motivation in their pupils</p>