

Motivation and Communication in the Classroom



Educational Psychology

Today we will focus on...

- ▶ Intrinsic motivation - tips how to enhance it during classes
- ▶ Tips for healthy communication x Communication bad habits
- ▶ Behaviour specific language x Labelling
- ▶ Behaviour specific language when giving praise
- ▶ Behaviour specific language when giving criticism
- ▶ Communicating mistakes

Extrinsic Motivation

Motivated to perform an activity to earn a reward or avoid punishment



Intrinsic Motivation

Motivated to perform an activity for its own sake and personal rewards



Conditions for Increasing Intrinsic Motivation

Meaningfulness

What is it good for?

The explanation should make sense to the students **here and now**.

If possible, **demonstrate** the meaningfulness through experience or specific examples.

Try **engaging** students into finding answer to the question „What is it good for?“

Cooperation

Fulfilling one of the **basic human needs**.

Group work (pairs, max. 5-6 members in a group)

A **skill** to be learnt.

Being together and the sense of belonging strengthens motivation, especially in more monotonous tasks.

Freedom of choice

Self-actualization and doing things your way are important human needs.

When possible, allow the students to choose the circumstances of their learning.

Allowing to choose = showing respect, which satisfies the need for recognition. The students take more responsibility for their learning.

Feedback

Information about the results of one's endeavours significantly influences the intrinsic motivation, it influences the probability whether students will or won't engage in a similar activity in the future.

teacher \Leftrightarrow student
student \Leftrightarrow student (peer feedback)
self-feedback

EXERCISES:

What type of activities fulfill the conditions below?

Meaningfulness: _____

How can the students use the learnt skill in their everyday life? Why is it important to know this information? Can you use some real life examples?

Cooperation: _____

What could they do in groups instead of individually? How can a group work be introduced? How can they help each other out?

Free choice: _____

What will the students have affect on? What choices can they make during the class?

Feedback: _____

How will the students get feedback on what they were doing? What interesting tools can you use to provide feedback?

Communication and Motivation

- ▶ To inspire and support the positive self-image of students
- ▶ To positively influence the relationship of the teacher and students => influence on their cooperation => influence on their performance
- ▶ Teacher as a role model: teaches students how to communicate effectively and respectfully with others



Tools for Healthy Communication

- ▶ "I" statement
 - ▶ To communicate your point of view
 - ▶ 3 parts: I feel.... because/when..... What I need is....
- ▶ Respectful to the students' feelings
 - ▶ do not invalidate their feelings or their cause (even if the cause doesn't seem significant from the adult point of view)
- ▶ Empathetic response
 - ▶ help to name the other person's feelings and show them that it is OK to feel them
- ▶ Expression of support
 - ▶ don't rush to solve what is happening
 - ▶ ask the students what they need or give options to choose from



Bad Communication Habits

Exercise: Find examples for each of these types of Bad Communication Habits

- Indirect expression of feelings
(when I´m feeling hurt but instead of saying it clearly, I behave in an unpleasant way, hoping the other one will figure out that I feel hurt)
- Insincerity
- Vagueness and non-specific communication (“read between the lines“)
- Exaggeration
- Labelling
- Overgeneralization
- Attribution of the intent of others without enough evidence
- Picking out details and out of context information
- Inconsistency of verbal and non-verbal expression
- Starting to talk about a topic not relevant to the main discussion
- Exaggerated emotional reactions

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Which of these are you more likely to use when teaching?

Write down a typical sentence/statement that you would be likely to use if you didn't pay attention to avoid them:

Rewrite the sentence/statement so it is more balanced:

Labelling vs. Behaviour Specific Language

General labels, describing the whole personality



Describing behaviour, what I can see, what I can hear





▶ https://www.youtube.com/watch?v=frK7UoNo8Og&ab_channel=nicoleesal

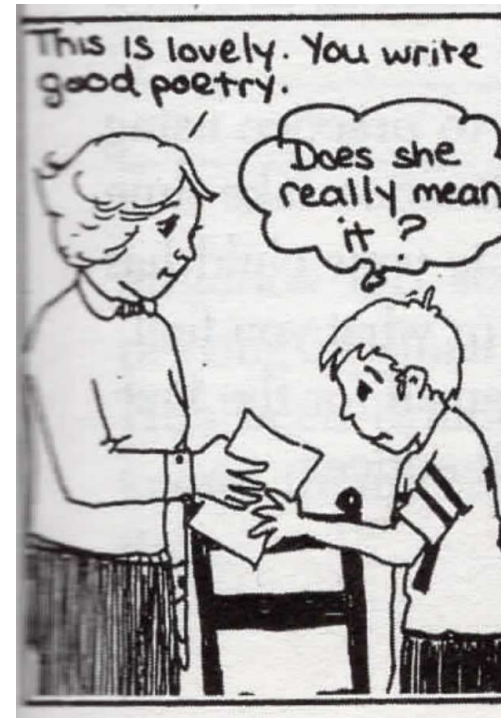
Labels

- are biased
- are contagious
- attack one's self-image => tendency to fight or flight response
- are often hurtful or unfair
- are not specific, don't describe reality accurately
- don't show us the person in his/her complexity
- often affect negatively the future performance, the person may accept it as a fact



Positive Labelling: Praise in Form of Superlatives and Labels

- Read these scenarios. What can be possible drawbacks of this type of praise?



Source: p. 181

Faber, A., & Mazlish, E. (2013). *How to Talk so Kids Will Listen and Listen so Kids Will Talk*. Piccadilly Press.

Drawbacks of Positive Labelling

Exaggerated or unspecific praise may:

- ▶ seem insincere to the student
- ▶ cause distrust ("The teacher is just saying that..")
- ▶ lead to refusing the praise
- ▶ stop the students from trying harder things in fear of ruining the impression the people have about them
- ▶ make the students dependent on external praise



Unspecific Praise x Behaviour Specific Praise

Read the following examples:

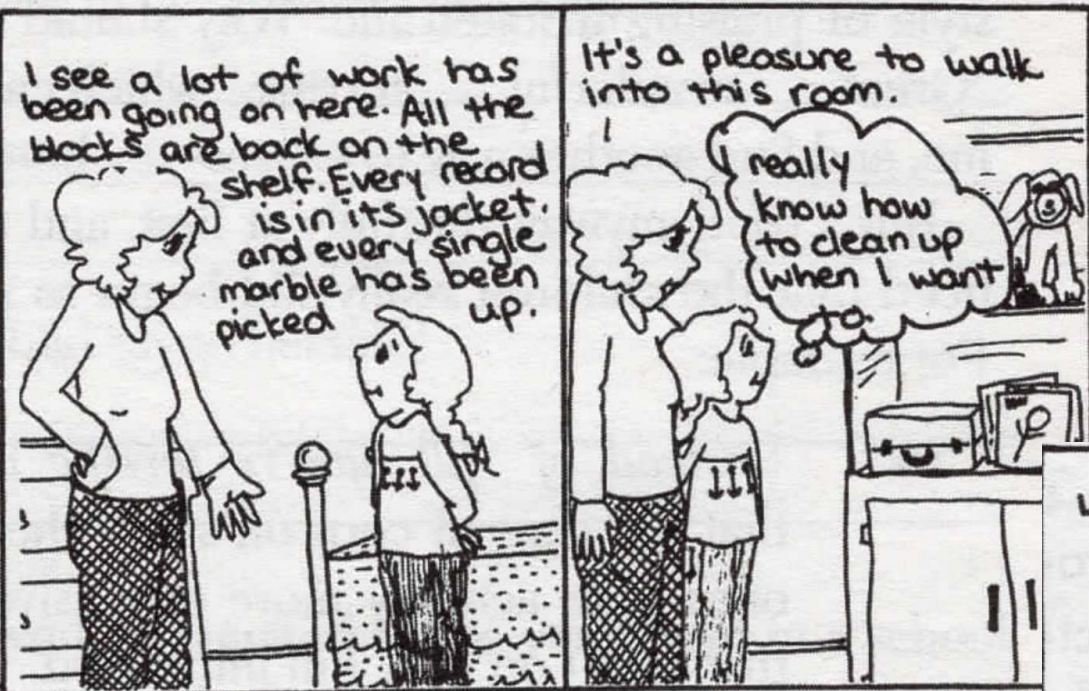
Example 1.: Your essay on friendship is well written, it is divided into paragraphs according to themes, the ideas don't repeat and the quotes are really touching.

Example 2.: You are a really gifted writer. You wrote it so beautifully, that I think we should submit that essay to a writing contest.

What is the difference between those two? Which one is the example of unspecific praise and which one of behaviour specific praise?

A source of examples : p. 173

Kopřiva, P., Nováčková, J., Nevolová, D., & Kopřivová, T. (2015). *Respektovat a být respektován*. Spirála.



Source: p. 181

Faber, A., & Mazlish, E. (2013). How to Talk so Kids Will Listen and Listen so Kids Will Talk. Piccadilly Press.

EXERCISES:

Rewrite this praise to be more specific and descriptive:

The student submits an elaborated project, it is very well-done, full of interesting facts and examples, includes the list of sources, there are no grammatical errors.

The teacher: "This is marvelous, I haven't seen anything like it for a long time. Children, this is how it should look. You clearly deserve 100% for that."

=>

EXERCISE:

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"I see you thought it well through and put a lot of energy in the project. You included a lot of interesting information and fitting examples. Your text is free of grammatical errors and you included the list of sources. These are the things that make it an excellent project."

Criticism

- ▶ Typical reaction: defending behaviour; motivation to improve usually decreases

- ▶ A tip

1. start with acknowledging what the student is doing in the "right direction" (even if it's a small or a "normal" thing)

2. then describe the next step that needs to be done/that you expect the student to do

(you can use "I see, I hear" formulations)

- ▶ Avoid any judgmental comments about the student, focus on behaviour-specific description



EXERCISE:

Rewrite this criticism:

Are you kidding me? You will never have this right! There are so many mistakes in the exercise.

=>

1. (What has the student done right?)

2. (What is the next step?)

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=>

1. (What has the student done right?)

I see you filled the whole exercise and some of the calculations are correct.

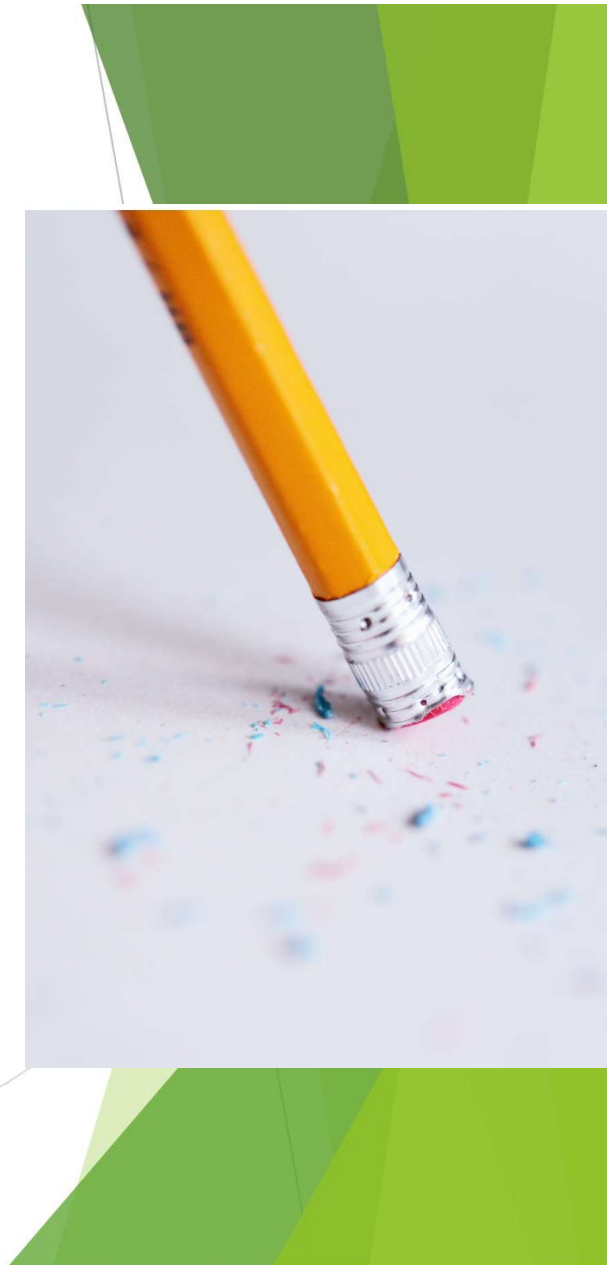
2. (What is the next step?)

Check this part in detail and try to find and correct the ones that don't add up.



Error communication

- ▶ The goal of is not to make zero mistakes, but to gain knowledge and skills; mistakes are an inherent part of that journey
- ▶ Actions are louder than words: what is my initial reaction to a mistake? Is there a difference if it is someone else's or mine?
- ▶ Don't rebuke or put down students when they make a mistake
- ▶ Set clear boundaries for the classmates about the reaction to mistakes of others too
- ▶ After a student makes a mistake: encourage them and help them to make the most of the mistake
- ▶ Show how to face a mistake when you make one (observational learning)

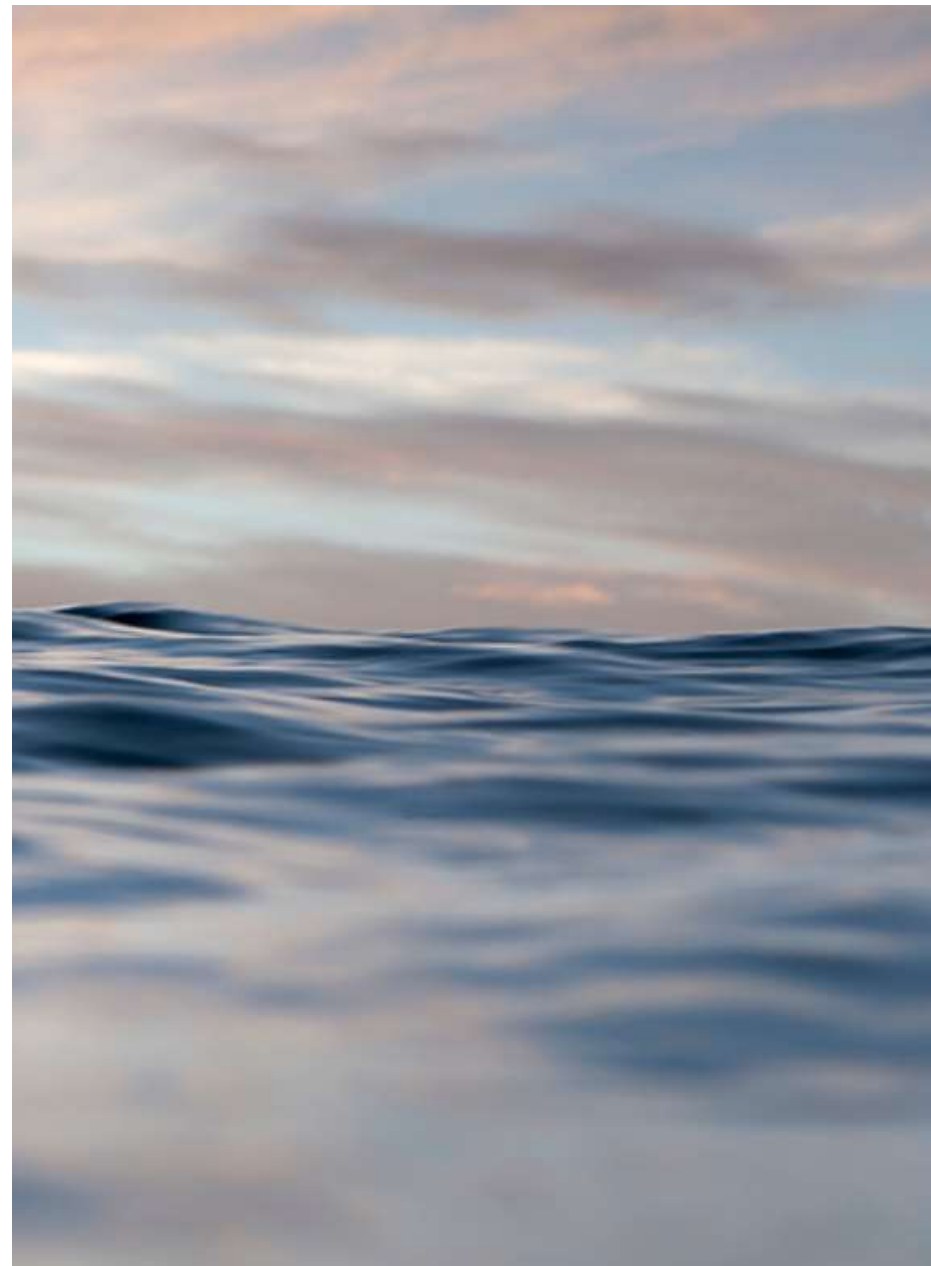


Summary

- ▶ Increasing Intrinsic Motivation: Meaningfulness, Cooperation, Free Choice, Feedback
- ▶ "I" statement (I feel.... because/when..... What I need is....)
- ▶ Respect for the students' feelings, empathy, support
- ▶ Labelling vs. Behaviour Specific Language
- ▶ Drawbacks of negative and positive labelling
- ▶ Criticism - first, what the student managed to do "in the right direction", then what is the next step (in order to improve)
- ▶ Reacting to mistakes

What do I take away
from this seminar for
my personal and/or
professional life?

Please write one sentence in
your notes.



List of Sources

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- ▶ <https://practicebusiness.co.uk/learning-to-take-constructive-criticism>