

MAKING EDUCATION VALUABLE

MOM, WHY SHOULD I DO THIS?

WHY, INDEED?

- Why do you think an education is important?
- Was it important in your life?
- What do you tell your children about the value of education?

ALTERNATIVE VIEWS

A LITTLE TIME FOR REFLECTION

FOUR COMPONENTS OF ACHIEVEMENT

- Self-Efficacy
- Seeing value in academics
- Self-Regulation
- Environmental Perceptions

University of Connecticut

TYPES OF MOTIVATION

WHAT GETS KIDS EXCITED?

LEARNING IS COOL!

- Intrinsic Value
 - When students enjoy scholastic tasks, they are intrinsically motivated to do well
 - Both interests and personal relevance produce intrinsic value for a student

LEAVE ME ALONE, I CAN DO IT!

- Attainment Value
- Importance is determined by how the task relates to their identity and ideals or their competence in a given domain.
 - “No, Daddy, I can do this myself.”
 - “Anything you can do I can do better.”

HOW CAN I USE THIS?

- Utility Value
 - Skills, information, and understandings are only worth learning if they will actually use it
 - While students may not enjoy an activity, they may value a later reward or outcome it produces
 - The activity must be integral to their vision of their future, or it must be instrumental to their pursuit of other goals.

SHOW ME THE GOODIES

- Extrinsic motivation
- Positively reinforcing students for completing a task.
- Extrinsic motivation is the motive to complete an activity to receive an external reward or positive reinforcement that is external to the activity itself.

EDUCATION IS OK, BUT I KNOW SOMETHING COOLER

- Students will weigh the costs of different activities and decide which is worth the investment of their time
- Education may be interesting, challenging, useful, and rewarding, but not as much fun as friends and games

INSTRUCTION

- Rigor
- Learning preferences
- Interests
- Curriculum of identity
- Choosing products

EXCEPTIONAL CASES

- Disability
- Extreme family turmoil
- Drug involvement
- Gang involvement
- Executive function deficits

SHARING EXPERTISE ACTIVITY

DOs AND DON'Ts

- Go to your designated table for the motivation discussion
- Take three minutes with no writing to discuss some things you can do with or say to a child with this type of motivation
- Choose a scribe to enter Important points into the DOs and DON'Ts columns while continuing the discussion
- Share

WHAT DO YOU TELL YOUR KIDS?

- Discuss what you enjoyed about learning in the past (not just the practical aspects of education, such as helping you get a job)
- Draw out what you find to be interesting or exciting about the units
- Show your interest in the topics being discussed in the classroom

WHAT DO YOU TELL THE KIDS?

- Support healthy competition while building sportsmanship
- Support the quality of their accomplishments without encouraging perfectionism
- Emphasize the relationship between the effort they put into the work and the quality of the outcome

WHAT DO YOU TELL THE KIDS?

- Help them envision a future of accomplishment.
- Draw the connection between what they are learning in school and real world experiences.
- Draw the connection between success in school and success in achieving their vision of themselves
- Explain that it is not just learning the content that is helping them, it is also the skills they develop for processing information, managing their own time, persistence in face of obstacles, and other habits that will aid in their success.

WHAT DO YOU TELL THE KIDS?

- Make sure you find out what they find to be rewarding, not just what you think will be rewarding.
- For young, impulsive, or easily distracted kids, assure that the reward is provided right after they accomplish the task
- Use behavior charts or graphs for older students or students who have better self-regulation skills and discuss how they will work with your kids
- Let your kids know that they will only get the rewards if they truly earn them

PARENTING TIPS

- It may be necessary to enforce limits on activities that consume too much of your child's time and attention
- Avoid completely eliminating stress releasing activities, especially if your kid is getting physical exercise
- Be aware of what you say about them to other people

HABITS OF MIND

(COSTA AND KALLICK)

- Persisting
- Managing Impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about thinking
- Striving for accuracy
- Questioning and posing problems
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imagining, innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

COGNITIVE APPRAISAL AND SELF-EFFICACY

- Students need to appraise their success based on effort and skill development, not as result of being “smart.”



(Bandura, 1982).

RESOURCES

- UConn Model
 - <http://www.gifted.uconn.edu/siegle/SelfEfficacy/INDEX.HTM>
- Habits of Mind
 - Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success, Bena O. Kallick, Arthur L. Costa
- Mindset: The New Psychology of Success, Carol Dweck
 - <http://mindsetonline.com/whatisit/about/index.html>
- Developmental Assets: Search Institute
 - <http://www.search-institute.org/>