

I. Introduction

- A. Usually seen in middle or high school
 - a. Now starting as young as elementary school
- B. Teachers work hard to convince students that the lessons are worth their attention
 - a. Persuade students to participate
 - b. Many times these techniques fail
- C. If students are engaged and motivated their chance of success increases

II. Identifying the unmotivated student

- A. Attitude "I don't care"
- B. Energy into avoiding challenges rather than tackling them
- C. Test scores could convey high potential
 - a. But classroom performance falls below expectations
- D. Fail to turn in work, or shows little care and thought
- E. Satisfied just getting by

III. Intrinsic vs. Extrinsic motivation

- A. Intrinsic
 - a. A desire to learn a topic due to its inherent interest
 - b. Self fulfillment
 - c. Enjoyment
 - d. Achieve mastery of subject
 - e. Embrace their work
 - f. Genuine interest
 - g. Conceptual learning
 - h. Performance
 - i. Factors that affect study
 - 1. Decreased from grades 3-9
- B. Extrinsic
 - a. Motivation to perform and succeed for the sake of accomplishing a specific result or outcome
 - b. Grade-oriented
 - c. Study

IV. Understand the student – where they come from

- A. Understand what we can about the social worlds our students come from
- B. How those worlds influence our efforts in the classroom
- C. Premotivated
 - a. Understand school – may have seen it work well for people they know
 - b. Support and encouragement from parents, teachers, school officials
 - c. Feel safe
 - d. Associate what they learn with their future
 - e. Feel welcomed
- D. Unmotivated
 - a. Race, linguistic heritage, immigrations status, socioeconomic class, sexuality, cultural factors
 - b. Message received tells student they are outside the mainstream
 - c. Curricula never reflects her ways
 - d. Behavior expectations don't respect her ways
 - e. Interaction conflict with their ways