

INTRINSIC MOTIVATION AND LIFELONG LEARNING

Sharath Jeevan, STiR Education

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ABOUT STIR EDUCATION

STiR Education is an international NGO that supports education systems to reignite intrinsic motivation in children, teachers and officials through teacher networks.

We believe in a world where teachers love teaching and children love learning.

This year, we're impacting more than 200,000 teachers and 6 million children across 4 Indian states and the national education system in Uganda.

WHAT'S THE BIG GLOBAL IDEA?

- Systems need fertile motivational soil – just as much as strong technical seeds – in order to grow truly lasting and sustainable reform.
- STiR is the only organisation globally focused on making that soil fertile again.



WHAT IS INTRINSIC MOTIVATION?

AUTONOMY

- Children feel able to drive their own learning and take risks.

MASTERY

- Children experience their learning improving.

PURPOSE

- Children see why learning is important and feel connected to their teachers and their peers.

Only by developing all three elements can children become lifelong learners.

THE UNDERLYING CONDITIONS OF INTRINSIC MOTIVATION

CHILDREN

Need to feel emotionally and physically safe in the classroom.

Need to develop a deep engagement in, apply deep effort to, and stay the course of their studies.

Need to develop key enabling skills for learning, especially curiosity and critical thinking.

Need to develop academic mastery in their subjects or in key foundational skills.

Need to see their confidence and self-esteem improve from the learning process.

Need support and reinforcement of what happens in the classroom from their home lives, through their parents.

MEASURING INTRINSIC MOTIVATION - CHILDREN

CHILDREN	MEASUREMENT
Need to feel emotionally and physically safe in the classroom.	Classroom observation: <ul style="list-style-type: none">- Do most children know what's expected from them?- Does the teacher use corporal / physical punishment?- Does the teacher use negative words or body language?
Need to develop a deep engagement in, apply deep effort to, and stay the course of their studies.	Classroom observation: <ul style="list-style-type: none">- Do most children participate in class activities?- Do most children embark on assigned activities readily?- Do a range of students sitting in different parts of the classroom try to answer questions? Student enrollment, retention, and attendance*
Need to develop key enabling skills for learning, especially curiosity and critical thinking.	Classroom observation: <ul style="list-style-type: none">- Does the teacher give creative or critical thinking tasks during the lesson?- Do students ask open-ended questions or perform critical thinking tasks?- The % of students who raise their hand to ask questions

MEASURING INTRINSIC MOTIVATION - CHILDREN

CHILDREN	MEASUREMENT
Need to develop academic mastery in their subjects or in key foundational skills.	<ul style="list-style-type: none">- Student learning outcomes:- Government exams*- ASER / UWEZO / assessments conducted by technical partners- External literacy and numeracy assessments*-
Need to see their confidence and self-esteem improve from the learning process.	Survey*: <ul style="list-style-type: none">- When you have a difficult exercise, how many do you still try to solve (none, less than half, about half, more than half, all)?- How many do you decide not to try or give up on solving (none, less than half, about half, more than half, all)?- How did you feel when the exercise was difficult (frustrated, excited, bored, sad, determined, other)
Need support and reinforcement of what happens in the classroom from their home lives, through their parents.	We're currently not yet measuring this

MEASURING INTRINSIC MOTIVATION - TEACHERS

TEACHERS

MEASUREMENT

Create a positive and caring classroom environment and an individual relationship with each child.

Classroom observation:

- Do the teacher and the student share a friendly/positive relationship?
- Do most students follow class rules and the teachers' direction?
- Do most students ask the teacher for clarification and help?

Create engaging classrooms that children truly want to be in.

Classroom observation*

- Does the teacher acknowledge students' efforts?
- Does the teacher provide opportunities for students to take on roles in the classroom?
- Does the teacher promote student collaboration?

Employ effective teaching strategies and practices that ignite curiosity and critical thinking – such as effective questioning, 'meta-cognition' approaches and developing engaged classrooms.

Classroom observation*

- Does the teacher provide corrective feedback to students based on their verbal answers to questions?
- Does the teacher ask open-ended questions?
- Does the teacher provide specific feedback to students?

MEASURING INTRINSIC MOTIVATION - TEACHERS

TEACHERS

MEASUREMENT

Put in the additional effort and improve their general teaching practice to contribute to their children's improved academic mastery.

- Classroom observation:
 - Does the teacher try out new practices?
 - Time on task*
 - Does the teacher adjust their teaching to the level of the students' understanding?*
- Surveys:
- % of teachers engaged in additional development opportunities

Role model autonomy, mastery and purpose, and growth mindset and belief in all children, to nurture confidence and self-esteem.

- Classroom observation*:
- Does the teacher explicitly articulate the objective of the lesson?
- Does the teacher make connections in the lesson that relate to students' existing knowledge or their daily lives
- Does the teacher model how to complete a task through demonstration?

Develop healthy and respectful relationships with parents that encourage them to better support their children at home.

- Survey*:
- Approximately of how many of your students do you know one or both of their parents/guardians?

MEASURING INTRINSIC MOTIVATION - OFFICIALS

OFFICIALS	MEASUREMENT
Create emotional safety for teachers through seeing their roles as motivating and developing teachers.	Survey*, e.g.: <ul style="list-style-type: none">- What do you think the importance of feedback is?- How do you provide feedback? Shadowing of officials (thereby understanding how they go about supporting teachers on a day to day basis)
Show deep interest and engagement in how teachers teach.	Classroom observations and surveys: <ul style="list-style-type: none">- % of classroom observations taking place (by system officials)- % of high quality feedback by system official to teacher portrayed
Ensure that network meetings provide opportunities for how some of these more elaborate strategies are modelled, practiced and run.	We observe and rate network meetings on a scale of 1-5 on behaviors such as: <ul style="list-style-type: none">- Leading data-driven discussion- Recognition and celebration- Linking content to purpose- Etc.

MEASURING INTRINSIC MOTIVATION - OFFICIALS

OFFICIALS	MEASUREMENT
Use data and information to provide rich feedback to teachers on academic mastery.	Through our coaching meetings, we reflect on: <ul style="list-style-type: none">- % of districts with action plan in place for the month that is based on data Surveys with teachers*: <ul style="list-style-type: none">- How frequently does a head teacher observe you?- Do you find the feedback given helpful?
Role model autonomy, mastery and purpose with teachers	We observe and rate network meeting observations on a scale of 1-5 on behaviors such as: <ul style="list-style-type: none">- Giving feedback- Probing- Engagement in the discussion- Focus on goals- Making action plans
See wider community engagement as part of their role (supporting individual teacher efforts to engage directly with parents).	Survey*: <ul style="list-style-type: none">- How frequently do you organize parent meetings?

SHARATH JEEVAN

sjeevan@STiReduction.org

+44 7738 257761

@sharath36



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