“Why do I have to do this?”

Encouraging Motivation and Self-determination

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PDS Interns 2010-2011

3rd Grade
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Teaching Context

This inquiry process was conducted in two different third grade classrooms, in a rural area just outside State College, PA in Pine Grove Mills. We, Christine and Stacy, are both interns in the two third grade classrooms. We follow the same curriculum and have the same amount of students in our classrooms. Christine’s classroom is made up of 15 males and 7 females out of 24 students. When looking at these students as a whole, one can see that their cultural backgrounds do not seem to vary. However, once you begin to interact with these students, differences can be distinguished. Within Christine’s third grade classroom of students, there is one student with Down syndrome, one student with autism, one ESL (English Second Language) student, four students are under review for ADD (Attention Deficit Disorder), three students attend speech therapy for one hour each week, and two students have an IHP (Individualized Healthcare Plan). Some of her students need a little extra support outside of the classroom as well. Four of her students attend learning support and math club.

In Stacy’s third grade classroom there are 14 male and 9 female students for a total of 23. The academic levels of her students differ the most in math and reading. During math, eight students from her classroom switch with six students from Christine’s third grade classroom. Stacy’s math class is considered the middle to lower-level math learners and Christine’s class is the middle to higher-level math learners. During reading, students read various books according to their level of difficulty in both third grade classrooms. From Stacy’s class, there are four students who receive Title 1 support in the area of math club and no students attend reading club. These four students leave in the morning for about a half hour to work on their math skills. One student from Stacy’s
class and three students from Christine’s attend occupational therapy for handwriting and
fine motor skill development. These students spend a half hour one day a week working
on posture, hand strength and handwriting. Also, one student in Stacy’s class is
diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and is currently being
treated with medication.

Both of our third grade classrooms are made up of diverse learners. Some students
just lack motivation to do well in school and not because of a learning disability. We
both have a least one student in our classroom that lacks intrinsic motivation and lacks in
work ethic, even though we know they are capable of completing the work by previous
assessments and homework that we have corrected and observed. However, the difficult
thing is to get the students to complete the work in order to the best of their ability.
These students are consistently receiving homework slips during the week and making
excuses for why they do not complete the homework. Also, it takes many prompts to get
the students to stay on task throughout the school day during specific subjects.

For example, one of Christine’s students will struggle to stay on task during
certain subjects, but this student has received high scores on assessments given earlier in
the year. Therefore this student clearly can meet the expectations in the areas where he
needs improvement. A few students in Stacy’s class struggle to follow directions and
check their work thoroughly. Another student has the most homework slips of all the
students in the class even though they receive and write the homework in an assignment
book each night. These concerns about whether students are taking pride in their work
and self-assessing prompted us to develop our inquiry question.
Main Question and Wonderings

After careful observation of the students in our class we began to wonder, “what is the impact of external stimuli on students’ motivation?”

The development of this question came from the belief that we know all of our students have the ability to do the work, because we have seen it first hand. We both want our students to have the drive and motivation to complete the work on their own without having to be reminded to work hard and stay on task. As teachers, we know that all of our students have the potential to meet our expectations; therefore we decided to try and find ways to increase their motivation inside the classroom. We both are determined to do this by finding out what has been inhibiting these students to put forth their best effort.

Sub-Questions

To refine our main question we chose the following sub-questions to further our process of researching and compiling data.

- What factors may affect the students’ lack of motivation inside the classroom?
- How can we increase a students’ intrinsic motivation so late in the year?
- What inspires intrinsic motivation?
- What is the impact of parent involvement on motivation?
- How can self-assessment be used to impact a students’ internal motivation?

Data Collection and Analysis Process

Anecdotal Notes

We first began our data collection by taking anecdotal notes throughout the day in each of our classrooms. We specifically noticed strengths and weaknesses, participation,
positive and negative statements, and any other persistent patterns. Our notes focused mostly on the students we believed to lack intrinsic motivation to learn. To analyze our anecdotal notes we categorized our findings based on several categories. These categories included the subject, time of day, nature of assignments, prompts, redirections, participation, and homework slips. We were looking for patterns in student behavior and achievement during a certain time of day, certain subject and during formal and informal activities. These anecdotal notes led us to compile surveys to give to students and send home to parents.

**Surveys**

The purpose of our surveys was to compile data on students and their parents’ thoughts about their motivation in school and at home. The questions highlighted on the survey discuss the students’ motivation to begin their homework, the time spent on homework, and who helps them with their homework, if anyone. We also thought their feelings about school were important so we asked if anyone discusses school with them when they get home and how they feel about school. When it comes to effort, we wanted to know if anyone talks to the student at home about why they received a homework slip for not completing the assignment. The most important question on the survey discusses how much effort the students feel they put into school on a scale of one to three, three being the highest amount of effort. Another important question was the students’ favorite subject in school. These questions gave us insight into parent/guardian and student communication about school matters.

The parent survey asked the same questions but allowed them to express their perspective on their child’s motivation. The analysis of the surveys consisted of
comparing the students’ answers to their parents’ answers. We then looked at patterns between responses of the whole class. After analyzing all of the surveys from the class we began to focus on the students who we felt lacked the most motivation. This data gave us insight into students’ level of motivation outside the classroom and the parents’ affect on this motivation. After compiling our anecdotal notes and surveys we began to implement interventions to collect more data and make our claims.

**Systematic Observations**

Systematic observations of the students’ motivation and work habits allowed us to collect the data we needed in terms of student behavior. Our systematic observations allowed us to take notes during specific subjects and time of day. We also kept track of any concerns we had about the students work habits and attitude towards doing homework and schoolwork. Observations of participation during specific subject areas were used to motivate students during times when their participation needed improvement. Analyzing this data depended on any patterns and consistencies we found. We wanted to find patterns that were affecting the students’ schoolwork and use them as target areas for our interventions. Systematic observations helped us to organize our class and home data to use in the future.

**Teacher Talk**

We thought if we talked to our students in a positive way we would increase their confidence and desire to do their home and schoolwork. Our teacher talk consisted of praise for completing an assignment on time, following directions the first time, and staying on task during individual work time. Our hope was to increase students’ willingness to seek this praise by improving their motivation. While using teacher talk in
the classroom we took note of what strategies got the most positive responses from the
students. The teacher talk that received the most positive outcome came from praising a
student for doing well when many peers were not. We noticed students becoming aware
of their behavior after using praise for good behavior. By analyzing the most effective
teacher talk strategies we were able to continue to implement these strategies to collect
more in depth data. The analysis of this data helped us answer the wondering about the
impact of teacher talk on motivation in the classroom.

**Extrinsic Rewards**

In addition to teacher talk the students are offered rewards that spark their
interests. The rewards we implemented to the students were only offered during the times
we felt they lacked motivation. These times included a specific subject that is disliked by
the student and turning in homework the day after it is assigned. Over time we analyzed
this data to look for changes and patterns in the students’ motivation to complete the
assignments. We kept track of patterns before and after implementing extrinsic rewards
to see if there would be an increase in the quality of the work. In addition, keeping track
of completed assignments done in a timely manner would be reflected by these rewards
as well. In order to make this intervention successful we feel it is important to explain
the guidelines and expectations in order to receive the reward.

**Self-Assessment Checklist**

Along with students receiving rewards for their effort, they have the opportunity
to self-assess themselves on homework and class assignments. Each student is given a
self-assessment chart and must fill in various columns based on their classroom
assignments and homework. These columns include the name of the assignment, rating
their effort expected using a 1, 2, 3 scale, predicting their grade, and then recording the grade they received. The purpose of this self-assessment is for the students to compare their assumed effort to the actual grade received. The students are also able to keep track of what homework assignments they have completed or not. This type of intervention will help us with our inquiry because we will be able to see which students are increasing their effort towards getting higher grades.

**Claims and Evidence**

After we collected anecdotal notes, reviewed the surveys and implemented different interventions in our classrooms, we were able to draw some claims from our findings. To support the claims we have drawn, we will provide evidence that was gathered through the various data we collected from our students. We were able to identify which students in our classrooms lacked motivation when it comes to school. Christine has one student, Student A, which lacks intrinsic motivation in certain subjects, such as writing, reading and math, as well as turning in homework on time. Stacy has one student in particular, Student B, and two others that lack intrinsic motivation across different areas of their schoolwork.

**Claim #1**

*Parent/guardian involvement has an effect on student motivation towards schoolwork.*

**Evidence A: Unreturned Homework Slips**

Two students in particular that we focused on for increased intrinsic motivation have a history of not completing assignments as well as not submitting signed homework slips. For example, both Student A and B have received 10 to 15 homework slips for the year in math and spelling. He will consistently not return homework slips signed the next
day. After a reminder e-mail was sent home to the parents, a response to comply with this request did not follow with the signed homework slip. The parents’ lack of response to the homework slips mirrors the student’s lack of motivation to return the completed homework slip.

**Evidence B: Multiple Homework Slips**

Another form of evidence we have to support the claim is that Stacy’s student, Student B, lacks motivation to complete homework assignments on time. Student B has received the most homework slips at 15 total in her third grade classroom, in spelling and math. From the data we have collected, we have determined that the completion of homework is not enforced consistently at home. Student B will constantly return signed homework slips with various excuses of why her homework was late or incomplete. This leaves us with the impression that Student B’s parents are aware of her history of incomplete homework, but has not made homework a priority at home. Although, it could be that it is a priority but there are no consequences. Therefore, we can conclude that the lack of enforcement of homework by parents may lead to a decrease in motivation to complete schoolwork.

**Evidence C: Progress Reports**

The last form of evidence that we have to support this claim is that Student A’s parents are not accessing his progress reports. Two progress reports have been available online for review by parents for each student. As teachers, we are able to see if parents have reviewed their child’s grades. In Student A’s case, his parents have not checked his past two progress reports. Student A’s grades could be greatly improved. Therefore, we feel it is important for his parents to be aware of the grades he is receiving. After various
reminder emails, Student A’s parents have still not checked either of his two progress reports, meaning they have not viewed any of his grades all year. Without viewing the report cards, there cannot be communication between parents and children on their school success and areas for improvement. Therefore, we feel Student A lacks motivation to earn grades that reflect his potential.

Claim #2

*When students have a reward system that focuses on their interests they are more likely to complete the assignment.*

**Evidence A: Sticker Chart**

For example, in Stacy’s math class, students have the opportunity to complete their assigned homework for a sticker. Student B and other students have previously displayed a lack of motivation for completing their math homework, but have recently displayed an increase in motivation for turning in their assignments on time. The students receive one sticker per homework assignment. If the students do not complete their homework on time they receive a homework slip to take home. Before the sticker chart I would give about 5 homework slips a week, now it is down to about 2 homework slips a week.

**Evidence B: Homework Necklace**

When Student B completes a homework assignment to Stacy’s expectations, Student B will receive a bead to complete her necklace. Her expectations are to complete a necklace by the end of the school year. Each bead will represent a completed homework assignment. If there is a noticeable change in homework assignments completed from the beginning of the year until now, that will represent a change in Student B’s motivation towards completing homework assignments on time. So far the
student has received 9 homework beads and 1 homework slip since beginning the intervention. The amount of homework slips given during this marking period is significantly lower at 2.

**Evidence C: Drawing Time**

The last form of evidence to support this claim is Student A’s reward is his interest in drawing. Student A is often seen doodling on his assignments and homework paper, which causes him to become unfocused. He consistently lacks motivation during reading, writing and math time. Therefore, Student A will receive a reward based on his interest in drawing if he works hard during the subjects that he dislikes. For example, if Student A stays on task and completes assignments during the block of time for these subjects, he receives five minutes of free drawing time during each subject. If he chooses to not stay on task, his reward will not be received. Through observations of this reward system, Student A has responded very well and appears excited to have free drawing time. This student verbally expresses interest in drawing and asks for it during class time repeatedly. Before he can receive his drawing time, Christine must approve of his completed work and reward him. This can conclude that external stimuli can have an effect on student’s intrinsic motivation.

**Reflections and Future Practices**

Through our long inquiry process we realized that many things could be the cause of the lack of intrinsic motivation in a student. When considering our main wondering, we had to think about all the things that could affect our students’ lack of motivation; therefore we had to investigate not only inside the classroom but outside the classroom as well. We quickly realized that factors outside of the classroom were effecting our
students’ motivation such as their interests outside of school and their lives at home. This made us realize that we needed to understand how our students felt about school and how to use those interests to increase their motivation. We first started with the question, “how can we as educators get students to intrinsically motivate themselves?” While interviewing our school counselor, Ms. Weissmann, we discovered that our question needed to be altered. During the interview she discussed that school as a whole is based on external motivation. The teachers give students assignments and the students complete them for a reward. According to Ms. Weissmann, these reward systems drive students’ motivation and scare tactics are used to prevent students from not completing assignments. Basically students do not complete their work because they have to, they do it because they are afraid of the consequences. But when students are not afraid of the consequences, you get students who need to be intrinsically motivated to complete their assignments. These are the students we are focusing on for our inquiry project. Our question evolved because we realized that as teachers it means more to the students when they motivate themselves to do the work. The external stimulation can come from a variety of places between home and school.

As teachers we cannot constantly ask our students to focus on their schoolwork, so there needs to be some motivation taking place at home. Therefore, we also gave a survey to our students’ parents to see if they are involved with their child’s school life. We quickly discovered that not all parents were willing to complete the survey, which did not help our data collection, especially the students’ parents that we were focusing on during our inquiry. We did not receive surveys from these students’ parents. Also, we discovered that some parents are not checking to see if their child’s homework is
complete before coming to school, which we have given reminders about in newsletters. The students we focused on received many homework slips, and many did not return them signed the following day.

When beginning interventions, we thought it would be helpful to incorporate the students’ interests in order to increase their motivation to complete their work. Christine’s student is an amazing artist; therefore drawing was Student A’s reward. Also Stacy’s student Student B loves to make jewelry, so if she completed her homework she could add a bead to her necklace. We found that if we could incorporate out students’ interests into their schoolwork, they were more excited and even more motivated to complete what was asked of them. However, some days these interventions would still not work and the students’ lack of motivation came into play.

Throughout this inquiry process, we learned that for the future it is important to keep in constant contact with parents and keep them updated on what is going on in the classroom in order to help increase motivation towards schoolwork at home. Also, including students’ interests inside the classroom can motivate the students to complete their schoolwork. If the students are interested in what they are doing, then their intrinsic motivation should increase.

We felt some of our questions were hard to answer during the time allowed to conduct this inquiry. However, we think we are heading in the right direction for our inquiry and we hope to continue with our interventions until the end of the school year and in our future classrooms. Also, we are trying to stay in contact with all of our students’ parents and not just the students we feel lack intrinsic motivation towards school.
Appendices

Appendix A: Inquiry Brief
   i.   Context
   ii.  Rationale
   iii. Main Wondering and Sub-wonderings
   iv.  Data Collections
   v.   Timeline

Appendix B: Student Survey

Appendix C: Parent Survey

Appendix D: Anecdotal Notes Data

Appendix E: Self-Assessment Chart

Appendix F: Annotated Bibliography
Appendix A- Inquiry Brief

Context:
Ferguson Township Elementary is located in a rural area just outside State College, PA in Pine Grove Mills. We both are interns in the two third grade classrooms at Ferguson. We follow the same curriculum and have the same amount of students in our classrooms. Christine’s classroom is made up of 16 males and 8 females out of 24 students. When looking at these students as a whole, one can see that their cultural backgrounds do not seem to vary. However, once you begin to interact with these students, differences can be distinguished. Within Christine’s third grade classroom of students she has one student with Down syndrome, one student with autism, one ESL (English Second Language) student, four students are under review for ADD (Attention Deficit Disorder), three students attend speech therapy for one hour each week, and two students have an IHP (Individualized Healthcare Plan). Some of her students need a little extra support outside of the classroom as well. Four of her students attend learning support.

In Stacy’s third grade classroom there are 14 male and 9 female students for a total of 23. The academic levels of her students differ the most in math and reading. During math, eight students from her classroom switch with six students from Christine’s third grade classroom. Stacy’s math class is considered the middle to lower-level math learners and Christine’s class is the middle to higher-level math learners. During reading, students read various books according to their level of difficulty in both third grade classrooms. From Stacy’s class, there are four students who receive Title 1 support in the area of math club and no students attend reading club. These four students leave in the
morning for about a half hour to work on their math skills. One student from Stacy’s class and three students from Christine’s attend occupational therapy for handwriting and fine motor skill development. These students spend a half hour one day a week working on posture, hand strength and handwriting. Also, one student in Stacy’s class is diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and is currently being treated with medication.

**Rationale:**

Though we are in two different third grade settings, we seem to have some of the same problems within our classrooms. We both want our students to perform to the best of their abilities. However, we both have one student in each of our classrooms that lacks intrinsic motivation and lacks in work ethic, even though we know they are capable of completing the work by previous assessments and homework that we have corrected and observed. However, the difficult thing is to get the students to complete the work in order to earn the grades that they deserve. These students are consistently receiving homework slips during the week and making excuses for why they do not complete the homework. Also, it takes many prompts to get the students to stay on task throughout the school day during specific subjects. For example, Christine’s student struggles to stay on task during writing, but this student has received two of the highest scores on two writing assessments given earlier in the year. Therefore this student clearly knows how to be a good writer. A student in Stacy’s class struggles to follow directions and check their work thoroughly. Another student has the most homework slips of all the students in the class even though they receive and write the homework down each night. These concerns about whether students are taking pride in their work and self-assessing prompted us to
develop our inquiry question.

We chose this topic to research because we know that these students have the ability to do the work, because we have seen it first hand. We both just want our students to have the drive and motivation to complete the work on their own without having to be told over and over to work hard and stay on task. It is frustrating as teachers to see students have potential and not use it to their greatest ability, therefore we decided to try and find ways to increase their motivation inside the classroom. We both are determined to do this by finding out what has been inhibiting these two students to put forth their best effort by using external stimuli or other interventions to increase their motivation.

**Main Wondering:** What is the impact of external stimuli on students’ intrinsic motivation?

**Sub-questions:**
- What factors may affect the students’ lack of motivation inside the classroom?
- How can we increase a students’ intrinsic motivation so late in the year?
- What inspires intrinsic motivation?
- What is the impact of parent involvement on motivation?
- How can self-assessment be used to impact a students internal motivation?

**Timeline:**

**Pre:**

**Week 1 (February 14th-18th)**
- Anecdotal notes on all students
- Inquiry Draft and Annotated Bibliography due 2/18
- Meeting with Kerry Weismann about Inquiry

**Week 2 (February 21st-25th)**
- Anecdotal notes on all students
  - Observe how well the students are working during each subject
  - Taking notes on how many prompts need to be given during each subject
  - Keep track of completion of work. i.e. homework slips and classwork

**During:**

**Week 3 (February 28th- March 4th)**
• Anecdotal notes on all students
  o Observe how well the students are working during each subject
  o Taking notes on how many prompts need to be given during each subject
  o Keep track of completion of work. i.e. homework slips and classwork
• Formulate questions for both student and parent surveys
• Revised Inquiry Draft due 3/4

Week 4 (March 7th-11th)
• Send mentor and PDA planned survey questions and receive feedback
• Send out surveys next week after approval from mentor, PDA and principal
• Spring Break!

Week 5 (March 14th-18th)
• Anecdotal notes on all students
  o Keep track of completion of work. i.e. homework slips and classwork
• Receive approval from principal to send parent surveys
  o Once approval is received- send out parent survey through an email and give a specific date for it to be due (3-4 days after being sent)
• Give self-assessment survey to students

Post:
Week 6 (March 21st-25th)
• Analyze self-assessment results and apply to interventions
• Decide what main factors impact intrinsic motivation and choose appropriate interventions
• Anecdotal notes
  o Keep track of completion of work. i.e. homework slips and classwork
• Implement interventions for student motivation
  o Self-assessment (checklist) after each subject/day
  o Have students set personal goals for themselves and tape them to their desks
  o Frequent, early, positive feedback
    ▪ On assignments they struggle with
    ▪ Positive words/praise
  o Students held responsible for completing and checking work
  o Checklists for writing (Make sure they have correct punctuation, correct grammar, complete sentences, etc.)
  o Have students make a check list of assignments that need to be completed that day.- Students can pick the order in which to complete them (may it be from least favorite to most favorite, or vice versa)

Week 7 (March 28th-April 1st)
• Anecdotal notes
  o Keep track of completion of work. i.e. homework slips and classwork
• Take notes on the effectiveness of interventions for individual students
  • Implement or correct interventions for student motivation
    o Self-assessment (checklist) after each subject/day
    o Frequent, early, positive feedback
    o Peers as role models
    o Students held responsible for completing and checking work
      o Checklists for writing (Make sure they have correct punctuation,
        correct grammar, complete sentences, etc.)
    o Have students make a check list of assignments that need to be
      completed that day. Students can pick the order in which to complete
      them (may it be from least favorite to most favorite, or vice versa)
    o Possibly try a form of extrinsic motivation (Earning tickets for prize
      drawing at the end of the week)

Week 8 (April 4th-8th)
• Anecdotal notes
  o Keep track of completion of work. i.e. homework slips and classwork
  o Take notes on the effectiveness of interventions for individual students
• Implement or correct interventions for student motivation
  o Self-assessment (checklist) after each subject/day
  o Frequent, early, positive feedback
  o Peers as role models
  o Students held responsible for completing and checking work
    ▪ Checklists for writing (Make sure they have correct punctuation,
      correct grammar, complete sentences, etc.)
  o Have students make a check list of assignments that need to be
    completed that day. Students can pick the order in which to complete
    them (may it be from least favorite to most favorite, or vice versa)
  o Possibly try a form of extrinsic motivation (Earning tickets for prize
    drawing at the end of the week)
• Review and summarize interventions
  o What worked?
  o What did not work?
• Summarize any changes to participation, schoolwork, or interventions
• Inquiry Paper Draft due 4/8

Week 9 (April 11th-15th)
• Begin to formulate presentation and final paper

Week 10 (April 18th-22nd)
• Continue to formulate presentation and final paper

Week 11 (April 25th-29th)
• Practice Inquiry Presentations 4/27
• Inquiry Conference 4/30
Week 12 (May 2nd-6th)
- Final Inquiry Paper due to PDA 5/1

Week 13 (May 9th-13th)
- Final copy of inquiry paper to Bernard 5/13
- GRADUATION!!! :) 5/15

Date collection ideas:

Self-assessment survey will be given to all of the students in both of our classrooms to see how much effort the students think they are putting into their work. We will ask them who helps them with their homework, how long they spend on your homework every night, if they discuss school at home, how they feel about school, what happens at home when they receive a homework slip, and have them rate themselves on how much effort they think they put into school. Then, we will compare the two students we are basing our inquiry on to the answers of the other students in our classrooms to see the similarities and differences. Also, we will assess whether the students answers fit the findings we have observed in our classrooms on a daily basis.

Anecdotal notes will be taken everyday on all of our students and then compared to the students that we are each focusing on for our inquiry. We will take notes on how well the students work and how many prompts that need to be given in order to keep them engaged during each subject. Also, we will keep track of homework slips that the students receive and how long its takes a student to complete assignments in all subjects. Once we start interventions, we will also begin taking notes on how well they are working, if the students are responding well, or if the interventions are not working at all.
Survey all parents. This survey will give us data on how often they must tell their child to do their homework, how much time their child spends on their homework every night, how much their child talks about school at home, if their child asks for help on their homework, what their child’s feelings are toward school and if their is a conversation about homework slips. The questions on this survey are similar to the questions that we used to survey our students because we want to compare the data we collect from both groups in order to see if there are any similarities between the two.

Interview with school counselor, Kerry Weissmann, at Ferguson about factors that affect motivation in children. The first thing I asked during the interview dealt with the appropriateness of our question and to reformulate it if needed. We discussed that extrinsic motivation will increase the motivation students have to please the teacher and get rewarded, and not the desire for students to motivate themselves. In fact students that receive external motivation are more inclined to wait for outside motivation in the future. On the other hand there are things that educators can do to increase their students own passion for learning. These interventions involve building a positive community environment filled with opportunity for students to take charge of their learning. The positive relationships students foster with the teacher and their peers can help with this task. From the beginning of the year students are given responsibilities and by the end they are taking charge of everything and anything they can.
Appendix B- Student Survey

This is the student survey that we gave to all of our students to learn more about their motivation outside of the classroom.

Name:  
Date:  

1. Does anyone have to tell you to do your homework when you get home? If so, who?

2. How long do you spend doing your homework each night?

3. When you get home does anyone ask you how you are doing in school?

4. Does anyone help you with your homework at home? If so, who?

5. How do you feel about school?

6. Do you have a discussion about why you may have received a homework slip when you get home?

7. Do you feel as if you put forth your best effort towards your assignments and school? (Circle one)
   1- I need to put a lot more effort into my schoolwork
   2- I sometimes do my best work, but I could do more
   3- I always do my best work
Appendix C- Parent Survey

We asked our students parents to fill out this survey to see if they play a role in their child’s lack of intrinsic motivation towards school.

Parent Survey

1. Do you have to tell your child to do his or her homework when they get home? Or do they do it on their own?

2. How much time does your child spend on his or her homework each night?

3. When your child gets home from school, does your child talk about school? (Can you please provide a frequent remark your child may say?) or do you have to ask them?

4. Does your child regularly ask you for help with their homework?

5. What is your child’s feeling towards school?

6. What conversation ensues when your child brings home a homework slip?
Appendix D- Anecdotal Notes Data

Christine’s Classroom:

Student A

(2/3-present) Homework Slips:

Total- 8

Returned- 3

Unreturned- 5

2/17 Reading

- Unfocused and off task
- Excuses: “I do not know what to write”
- Intervention- Timer: Given 5 minutes to complete activity
  - Did not complete it

2/23 Writing

- Unfocused and off task
- Writing a story
- Intervention- Timer: Given 5 minutes to write something
  - Got right to work and finished until end of writing

3/2 Math

- Worked well during math activities
- Activity included fractions and coloring patterns
- More hands-on

3/2

- Struggles with assignments that include writing
- Continues to make excuses during reading and writing

3/30

- Worked hard during Social Studies assignment
- Assignment included drawing
- Quickly finished writing assignment in order to get to the drawing portion of the assignment

Stacy’s Classroom:

Student B

(2/3-present) Homework Slips:

Total: 15

Student C

(2/3-present) Homework Slips

Total: 9

- Often distracted on carpet to other students

3/4 Science

- Uncooperative in design group

4/1 Whole group discussion

- Unfocused
- Coloring eraser for 75% of discussion and not paying attention

Student D

(2/3-present) Homework Slips

Total: 7

- Does not follow all directions on class assignments
3/23
- Did not follow instructions for cleaning desk

3/4 Group Work
- Did not get along with group members

4/1 Peer Interaction
- Telling on other students
- Worried about other students behaviors
### Appendix E - Self-assessment Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Name</th>
<th>Classwork</th>
<th>Assignment Name</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/14</td>
<td>Poem</td>
<td>3</td>
<td>4/5</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5/5</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Page 4</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix F- Annotated Bibliography


   - This book relates to our inquiry because it describes 150 different ways a person can increase intrinsic motivation inside a classroom surrounding. For our inquiry we are trying to discover how we can increase two of our students intrinsic motivation when it comes to their schoolwork inside and outside of the classroom. This book gives us ideas on how we can do that inside the classroom as teachers.


   - This online article focuses on three areas that teachers should use when it comes to motivating students to learn inside the classroom. For example, promoting mega cognitive reflection, encouraging appropriate attributes, and building self-efficacy. This article provides information other using extrinsic motivation as a source to increase intrinsic motivation. It relates to our topic because we want to be able to increase our student’s intrinsic motivation and find the most effective way to do that.

3. K. Weissmann, personal communication, February 18, 2011

   - Kerry Weissmann is the guidance counselor at Ferguson Township Elementary and she is very interested in our topic and helping us ask the right questions on our surveys to both parents and students. We briefly talked about the factors that affect motivation. And what influences students to do their work. She talked about home life and self-motivation/confidence as major factors for motivation to do schoolwork.


   - The authors of this article focus on how student self-assessment are the key factors in student motivation and learning. The authors focus on what the definition of self-assessment is and provides a review of research that shows what positive impact self-assessment has on the students and the whole classroom. The article also talks about how self-assessment is a key factor in student engagement.

- This book provides examples and guidance for diagnosing and improving students’ motivation. Also, it focuses on students’ motivation in academic situations. Also, this book gives examples of teaching strategies that we can use in order to increase our students’ motivation. This book mainly focuses on how we can answer our question and many ideas for interventions we could start with our students and why our students might act the way they do about school.


- This book relates to our inquiry because we realized how you talk to a student will effect how much confidence a student has in school. Giving a student praise and positive reinforcement can motivate a student to continue to do well on assignments and want to succeed. For our inquiry, we are trying to use external stimuli to increase our students’ intrinsic motivation. Therefore, using positive language with students that may lack motivation can help them build confidence and give them the motivation to succeed.


- This book relates to our inquiry because it tells you how to speak to children so that they will listen. This book provides strategies for how you can speak to a child in order for them to be successful and understand what you are asking of them. Also, the purpose of our inquiry is how to provide positive stimuli to increase our students’ motivation. This book provides many ways to understand what your students are going through if they are lacking motivation and having trouble in school. Also, there are many interventions and activities in order for you to discover this in a more secretive way. This could be helpful to us when trying to discover why our students are lacking motivation towards school.


- This video simply highlights what motivates people to do their best work in the workplace on tasks that involve cognitive skill. Autonomy mastery and purpose are the three components that are most important. This ties into students because they want to be self directed or work on their own pace and choose the things that interest them to work on. When students get better at something or show their improvement, not only are they more satisfied but the people who give them the
task are more satisfied. The last component is purpose, it is important for anyone to know why they are doing something so they can become personally invested in the assignment or task.


• This journal article examined the various types of motivation students have between school subjects and within school subjects. The purpose was to find out what motivates elementary school students between and within a subject. This has helped us with our inquiry because in order to intrinsically motivate students in school we need to differentiate depending on the subject and the topics being covered within the subject. In order to continue to have our students be intrinsically motivated we need to identify what it is that currently motivates them to do their best work.


• This article highlights self-efficacy and self-esteem toward being able to complete tasks. Students who are not confident about their ability to complete an assignment or task do not do well. This article is tailored for improving readers’ self-efficacy, but the information is useful across all subjects. This article presents five steps to fostering self-efficacy in students, which in turn boosts their confidence and grades.