Motivating students through Extrinsic rewards and improved expectancies

Theory to Practice Applied Project

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Introduction

Here we will be analyzing a group of students in a small high school in the inner city of Akron, OH from 2010. The school specialized in teaching students with ADD, ADHD, and Asperger’s Syndrome. The group in question was the senior science class which was comprised of 9 students who were all on IEPs. The course was Conceptual Physics which was taught with as little math as possible due to their low math skill set. Eight of the students were boys with only one girl in the class. Two of the boys and the girl were diagnosed with mild Asperger’s Syndrome, while the rest of the students had ADD or ADHD. All of the students in each grade level had the same schedule, following each other through the day through all of the same classes. All of the students historically had trouble performing academically and most did not spend much time outside of class on academic work. Assigned homework was infrequent in all classes and several if not most students chose to not complete homework assignments with any regularity especially if it required more than a few minutes time outside of class. Most of the students received C’s and D’s in the class and the boy with Asperger’s syndrome consistently got B’s.

The motivating factors behind the students’ motivation could be analyzed in a myriad of ways, but here we will describe their behavior as driven by either intrinsic
and extrinsic motivation, or expectancy-value theory motivation. We are choosing this group of students because of the challenges behind motivating a group like this. As indicated by their grades and behaviors, these students had exhibited low motivation toward academic success and we believe these two motivational theories are the best methods for analysis. Their motivation for success was so low that extrinsic rewards may be the simplest way to start the progression of positive motivated behavior. Since the students had low expectations of their own success, expectancy-value theory will also help focus on how to raise their expectations within the class and school as a whole.

**Analysis**

Have you ever experienced a lapse of time while working on a project or participating in an activity? There are times when our focus and engagement become heightened and we become so entranced in what we are doing, we lose track of time and the surrounding world. Whether we have encountered this playing sports, completing projects, performing music, etc., we have all experienced what it’s like to be “in the groove.” We are motivated, everything feels effortless, and our minds are at ease. So why can’t we recreate this sense of flow for everything we do? It depends on our motivation.

Students’ reasons for engaging in tasks are influenced by their relative intrinsic or extrinsic motivation. Motivation that stems from factors such as interest or curiosity is called intrinsic motivation. Intrinsic motivation refers to “motivation to engage in an activity for its own sake. People who are intrinsically motivated
work on tasks because they find them enjoyable” (Schunk, Pintrich, and Meece, 2008, p. 238). When students are intrinsically motivated, they tend not to need any incentives because the activity itself is rewarding to them.

On the other hand, extrinsic motivation is “motivation to engage in an activity as a means to an end. Students who are extrinsically motivated tend to work on tasks because they believe that participation will result in desirable outcomes such as a reward (a good grade, or a diploma), teacher praise, or avoidance of punishment” (Schunk, Pintrich, and Meece, 2008, p. 238). Extrinsic motivators create situational motivation, but do not change behaviors long term.

Both intrinsic motivation and extrinsic motivators may be different for each individual and are susceptible to change over time. Each type of motivation represents two different spectrums; they range from high to low. Students can be high on both, low on both, high on one while low on another. These contingencies change as time passes, environments change, and students develop or lose interest.

How do we as educators manipulate and direct this “flow” when the subject matter simply isn’t interesting to the student? Many of our learners common complaints are, “This is boring,” or, “How is this going to help me in real life?” One may initially think that teachers must use extrinsic motivators because many assume students to be at opposite ends of the spectrum. “Intrinsic motivation and extrinsic motivation are time and context dependent. They characterize people at a given
point in time in relation to a particular activity” (Schunk, Pintrich, and Meece, 2008, p. 239). What one may consider to be interesting and intrinsically motivating, another may simply find boring and will only be engaged if they have some extrinsic motivation.

Everyday we see students engage within this system. However, their focus can be misguided. Instead of paying attention to a lecture or working on an assigned homework, students might be more interested in writing a rap, playing a game, or texting with their friends. “Interest is not a type of motivation but rather an influence on motivation” (Schunk, Pintrich, and Meece, 2008, p. 239). Is motivation simply a result of interest? Based on our student demographics and background information, it would be easy to think that they just lack intrinsic motivation. However, students need to be extrinsically motivated.

In its most fundamental components, motivation is the behavior exhibited as a result of interest. Many students lack interest in the subjects they are studying. Some research suggests that people become less intrinsically motivated as they grow older and simply lose their curiosity. This may be due to the surrounding environment and life experiences one has experienced. According to Harter's Theory intrinsic motivation has a direct correlation to perceived competence and internal control. The child's caretakers and surrounding support system within his or her environment are key aspect in the development of one’s perceived competence. “Harter believed that some positive reinforcement for mastery attempts is necessary for children to develop and maintain effectance motivation”
(Schunk, Pintrich, and Meece, 2008, p. 242). Students need to be encouraged to work through failure and understand how to deal with failure appropriately. The research suggests that children who experience mastery attempts of failure combined with a negative environment that does not reinforce or model mastery, can result in students having a low level of perceived competence. These students believe that their outcomes are controlled by external factors and tend to act out or become anxious when put in situations where they must achieve.

When trying to teach students with low levels of interest and engagement, we often face barriers such as the students’ lack of background knowledge or their personal connection with the content or activity. Hunt (1963) argued that intrinsic motivation gave rise to exploratory behavior and curiosity. It stems from incongruity between prior experiences and new information. People extracted information from the environment and compared it with memory. When incongruity exists between inputs and knowledge, people become intrinsically motivated to reduce the inconsistency (Schunk, Pintrich, and Meece, 2008, p. 242).

Hunt felt that there is an optimal level of incongruity. As mentioned earlier, when one is intrinsically motivated, they find tasks more enjoyable and are less likely to feel anxiety in situations related to that task. Hunt noted that too much incongruity was frustrating to students and they which created a drive to reduce it. As students grow and mature, they become disinterested and bored as teachers lecture. Although expectations are high for high school students, we as teachers must remember that they are still young minds who need to be allowed to move and be
given opportunities to participate while attending lectures. If students are asked to sit still and be quiet, chances are high that they will not become actively engaged in the material. They will become bored and lose interest. Though it is difficult to create that sense of “flow” for everything we do in the classroom, there are still many things we can do as educators to foster an environment where students are actively engaged and want to participate without extrinsic motivators being dangled in front of them.

How do we create this environment for students who enter high school with limited background knowledge, low academic success rates, and a perceived low competence of their cognitive and academic abilities? After discussing our experiences as educators, one obvious answer is that a student's motivation is derived from their interest level as well as their environment. In today's 21st century classroom, technology must be utilized to engage students so they can learn. Technology can and should be used in a variety of ways to meet the diverse needs of our struggling learners.

To encourage motivation, teachers needs to create differentiated instructional materials and design their course to be both content-rich and appealing to students. Research shows that computer activities are “intrinsically motivating because such programs and tasks give the students a sense of confidence, personal responsibility and control of their own learning” (Hewitt, 2002, Hickey et al., 2001; Moreno & Mayer, 2002,2005 as cited in Snowman et al., 2009: p. 435). By focusing on the instructional design, we can analyze the learning needs of students
with regard to course content. We can then use the available technology to develop a delivery system to meet those students’ needs.

By using technology as a vehicle to drive our instruction, we can create lessons that promote and enable the “flow” sensation within our students. Technology allows for us to create tasks that match our students’ expertise and interests. As educators, we can provide opportunities for our students where they have a sense of control and choice. Using technology such as computers, iPads and even their own smartphones allows for the students to have freedom and creativity while maintaining structure in a controlled safe environment. We can also motivate our students by developing instruction that permits mixed ability learning groups to explore and discuss information.

White (1959) believed that people have an inherent need to feel competent and interact effectively with the environment. Through the use of technology and these theoretical approaches, we can create a learning environment that has built-in opportunities for feedback and response from both the teacher and one’s peers. By creating blended learning environments designed around the students interests, coupled with positive reinforcement provides students the opportunity to work towards independence. This will hopefully allow for them to become intrinsically motivated, lifelong learners.

While intrinsic and extrinsic motivations are clearly a driving force for student behavior and academic achievement, many believe the theory to be too simplistic to convey the complexity of being a learner. More specifically, there are other tools
we can use as a better predictor of academic success among our student population and look more closely to find ways to motivate the group of students. That is not to say that intrinsic motivation is not useful, but rather that a student’s intrinsic value put on a task is only a component of the overall subjective task value the student associates with that task. Expectancy-value theory is, “People’s beliefs and judgment about their capabilities to perform a task successfully” (Schunk, Pintrich, & Meece, 2008, p.44). According to expectancy-value theory, there are two basic types of task value. One is the objective task value which is the value placed on an activity by society, while subjective task value is the value placed on the activity or task by the individual. The subjective task value has four components including attainment value, intrinsic value, utility value and cost belief (Schunk, Pintrich, & Meece, 2008, p.62-63).

Attainment is the importance of doing well on a task. This importance is tied directly to the individual’s self-identity and the leads to a value placed on completing tasks that adhere to that identity. While the group of nine students were seniors in high school, they were a relatively immature group of students, in large part to their behavioral disabilities. These students had a low attainment value placed on academic success since most of them did not associate their self identity with being smart or being successful academically. The boy with Asperger’s syndrome was the one student who had a strong self-identity associated with his intelligence. However, his attainment value to academic success was not nearly as high. Consequently, his academic success often came when he was able to show off this intelligence, but he lacked success when it came to completing assignments he felt were busy work and did not give an opportunity for him to associate with this
self identity. The rest of the students in the class had little attainment value associated with their academic success and much of that may be due to the lack of their support systems. Most of these students did not have a traditional nuclear family and did not have a support system that displayed a high value on academic success.

Intrinsic interest value is associated with the enjoyment that the students experienced when they were completing a task or the interest in the content of the task. Most of the students found the main points of the conceptual physics content moderately interesting, but were resistant to applying math to dive further into the material. Whenever possible, hands on activities where used which engaged the students and gave them a higher interest, but this engagement often was short lived for the ADD students.

Utility value refers to the usefulness of a task for the individual’s future goals. Utility often encompasses long term goals such as career goals, but most of the students at the school were not college bound and none of the students in the class studied had college aspirations. This means that the utility value placed on academic success in the class was very low and the only utility value for these students was finding examples of how physics can be used in their daily lives, or finding applications to any jobs they might hold in the future. Since most of the students had little thought to what job they might get in the future, talking about career options in class became a necessity and may have helped to increase the utility value of the content. Utility value can account for short term goals as well. One way that the school tried to increase motivation among students was to create
a point system for hard work and good behavior. At the end of the month, students at the top of the point system were rewarded with a trip to the YMCA, or a movie during the school day. Threat of denying or a promise to give out these points worked for some students, but not others depending on the value they placed on the reward.

Cost belief value is the perceived negative aspects of engaging in a task, or colloquially, what a student needs to give up to do a task. It is likely that the cost belief for these students was very high. The students tended to be pessimistic and worry about the activities they could not engage in. On a day with nice weather students had a hard time focusing and engaging in tasks because they felt that they were missing out on something outside of the classroom. It didn’t matter that engaging in the activity or didn’t change their ability to go outside. Students still seemed to associate the activity at hand with preventing them from engaging in the activities they wanted. For these students their cost belief is different than it would be for many other students in a traditional setting. In a traditional setting, students typically will need to put a value on their time or emotional fatigue that is engaging in the activity costs. A traditional student may need to choose between spending time doing homework versus practicing playing an instrument or some other more desirable activity.

The objective value which is the importance placed on an activity by society and the surrounding culture, played a large role in the motivation of the students. While this objective value did not directly motivate the students it did play a large role in influencing their own value judgments on the tasks around them. Most of the
students did not have role models in their lives who modeled the importance of academic achievement, or responsible goal oriented behaviors. Students would even ridicule of those who did too well in school and express a fear of looking like a geek. These outside factors influenced the students’ notions of what was important to their lives and the value they put on particular successes.

Overall, the value aspect of the expectancy-value theory of motivation is the importance that a given task has to a student for one reason or another. This importance to the student can be caused by a myriad of reasons, Some argue that children have an innate desire to learn. Any innate desires to learn can be described as parts of the attainment and intrinsic value that a student has in that task. However the majority of the students in the conceptual physics class discussed did not display a high desire to learn and needed external motivators more frequently than most students would. Task value motivation is often internally driven internally from a student’s wants, needs and goals.

Expectancy is an individual’s perceived likelihood for success at a given task or activity. Expectancy answers the question, “Am I able to do this task?” (Schunk, Pintrich, & Meece, 2008, p.44). Expectancy for success predicts achievements such as grades, effort, persistence and cognitive engagement. When students believe that they have a high chance for success at a given task, they are more prone to work hard at meeting those expectations for success. When students have a lower expectation level they are unlikely to achieve greater success than their original forecast. This may tie into their attainment value judgment for a given task. For example, if two students both receive a B in their science class, they may have two
different perceptions of the grade as a success or not. One student may be disappointed that it was not an A and may work harder next time to meet their expected goal, whereas the other student may feel proud of their accomplishment having met their original goal of getting a B in a class they feel was difficult for them. Once the second student realized that they have a B, they are less likely to work even harder to achieve an A in the class.

The self perceptions that students have are domain specific and not global. Meaning that they may view their abilities in math to be very high while viewing their abilities to be low in science. These self perceptions are not to be confused with self-esteem, although there is some correlations between the two. Self-esteem refers to a person’s view of their own self worth as a human being, but is not a direct indication of that person’s belief of how well they can perform a specific task. A boy who has a high self-esteem will view himself as being a good person, able to make contributions to society, and overall believes that he is a valuable person. This boy however may not necessarily have confident views on his ability to have academic success, especially in every specific subject. Perhaps he views himself as having high abilities in math and science, but does not believe he is able to achieve success in English. Self-esteem can affect expectations especially when self-esteem is low. If another boy has a low self-esteem he may not only have a low self worth, but also be unwilling to believe in his own abilities and subsequently have a lower expectation level on most activities, but not necessarily all. This boy may still have high expectations in a specific domain. While it may be less frequent, a boy with low self-esteem may have high expectations in his academic outcomes. This could be especially true if he is under an extreme amount of pressure from his parents.
who have very high expectations, but provide little support. The expectations that others have for us can influence our own expectations of ourselves. If we have a support system that is encouraging and has high expectations for us, we may be inclined to raise our own expectations to mirror those that others have set for us. The same can be true if those around us are not supportive and have low expectations, especially after any event of failure where we mirror low expectations of those around us.

In the case of the Conceptual Physics students, their self expectancies were very low for the exception of the one boy with Asperger’s Syndrome. He had a very high expectation to perform well on all of the tests no matter his preparation level. He believed that he was so intelligent that he would know all of the answers to any test he was given. He did do very well on most assessments and became upset if he missed any questions. The other eight students in the class had very low expectations for academic success in most of their classes. They all had trouble achieving academic success at other schools prior to joining this specialized school. From that they have affective memories where their prior experiences with academics have swayed them toward creating lowered expectations of success. In turn those past failures had played a part in lowering their task value on most of their academics.

As mentioned earlier the students did not have a positive support system at home that encouraged them, which further exasperated the issue of a culture of low expectations. The students had little encouragement from home to set higher expectations for themselves. Even though the school was intended to give these
students more individual attention with smaller class sizes, there were some unintended consequences to harboring these students into one school. Mainly, each teacher in the school had initially tried to hold the students to the highest expectations possible, but they didn’t want the students to fail and adjusted their teaching standards to make them more attainable by the students. As a consequence, the teachers and administration had lowered their expectations and conveyed those lowered expectations to the students through extremely simplified lessons and activities. Little homework was ever given, making the rare occasion when it was assigned a severe struggle for the one teacher who attempted to make it an acceptable required assignment. This created a culture within the school that encouraged teachers to focus on building the students’ self-esteem and made it difficult to set high expectations for students without the teacher feeling alienated. However it would have been very helpful for the teachers to know that, “It is more productive for academic learning to help students develop their self-perceptions of competence rather than their global self-esteem” (Schunk, Pintrich, & Meece, 2008, p.56).

The teachers in the school often felt a lack of consistency and support from administration. This caused an inconsistent push for high expectations from teachers. This caused the expectations to become often unclear and confusing for the students. “Expectancy of success may be very important for sustaining motivation in situations where goals and standards for performance are clear (e.g., in an individual college class). However, when such goals and standards are not necessarily clear, the factors that sustain motivation are also unclear”
Motivating students through Extrinsic rewards and improved expectancies (Vanzile-Tamsen, 2001, p.234). This would help to explain why students had low motivations and maintained low expectations in this unclear environment.

At one point, the school did implement a point based reward system. The teachers awarded students with daily points for good behavior and for working on task. Some teachers gave very few points while some teachers were very liberal with dispensing of the reward points. The rewards were tallied at the end of each month and the top ten to twenty students got to participate in a trip to the local YMCA or rewarded with a movie in the auditorium. Students who went were those who reached an arbitrary number of points, minus any students who had been suspended. Some of the students did not want to participate in the reward system. Some did not value the rewards that were being provided for that particular month. When the reward was a trip to the YMCA, students who didn’t like basketball and didn’t view themselves as athletic didn’t want to participate. Some students didn’t like the school appropriate movies that were played and had little interest in the reward for that month. Some students did not participate in the point reward system because they believed that they did not have a chance gain enough points to receive the reward. This outcome expectancy was created because the students did not believe that they had the ability to be on good behavior often enough, or felt that the reward system was rigged in some way. The system worked for some students for a while, but implementation became increasingly inconsistent and with unclear expectations the effectiveness of increasing motivation decreased.

The expectancy-value model describes many of the behaviors and motivations that students had at the school and in the Conceptual Physics class. In fact, the
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The most immediate or direct predictors of achievement performance and choice, are themselves influenced by a variety of psychological, social, and cultural influences” (Wentzel, 2009, p.56). This means that the outside influences of home life and teacher expectations was a large factor on student self-expectations and in turn success. With knowledge that the teachers can influence these expectations we can make adjustments to encourage students to create greater expectations. This can be done through providing opportunities for students to have incremental achievements of success.

Application

Motivating the students in the Conceptual Physics class was a challenge, but with knowledge of motivational theories such as intrinsic-extrinsic motivation and expectancy-value motivation theories we can produce lessons and activities that engage the students with learning. Since the majority of these students are boys with ADD or ADHD, one method would be to use hands on engaging activities. These activities would have a chance of having a higher intrinsic task value for the students. Another method would be to create an improved extrinsically motivating system for the students. A reward system that the students believe in would create a reinforceable extrinsic motivator. This would also create a high cost belief for students as they would make conscious choices to behave or participate because they are afraid of losing the reward. By creating a consistent and easy to follow system with obtainable objectives we can also build the expectations of students in
the classroom. Here we will detail a reward system that could be implemented with these students to improve motivation and academic success.

The reward system that was attempted in the school had some benefits and some drawbacks. The greatest problem with the system may have been the inconsistency in implementation. To improve this, our new reward system will have a central tracking system that will allow both teachers and students to be informed of current progress within the system. Also to help improve implementation there will be professional development provided to the teachers allowing them to collaborate on the expectations they have for the students and what behaviors justify points within the system.

To manage the reward system we suggest using an online integrated system that will engage the students and make them invested into their behavior. This will also allow teachers to collaborate and create a consistent environment, increasing the success of the system. Contrary to what one may think, extrinsic rewards can affect one's level of intrinsic motivation. Lamper and Hodell (1989) “identified four major sources of intrinsic motivation: challenge, curiosity, control and fantasy”. (Schunk, Pintrich, & Meece, 2008, p.238). We felt that by choosing to use the online behavioral management system ClassCraft, it gave us the best opportunity to create intrinsic motivation using extrinsic rewards. This online system allows each student to produce an avatar along with their profile online. They can manage their character online or through an app on their smartphone if they have a device. By doing so we allow for the students to take control within a fantasy environment. This promotes curiosity and creativity within each student.
There are four categories of points for students within the system consisting of health points, action points, experience points, and gold pieces (Appendix B). Students start out with a defined number of health points and lose them through misbehavior. When students have lost all of their health points they must deal with a real world consequence such as a detention or other unwanted consequence. Action points allow the students to use their avatar’s special powers which may consist of a student performing real world actions as a reward. Examples might include allowing the student to eat in class, getting a hint on a quiz question, being allowed to turn in an assignment late or even helping another student in the class. Experience points are given out for good behavior by the teacher and allows the students to level up and progress through the game (Appendix C). This allows their characters to gain additional powers to choose from when they want to use their action points. Teacher can modify this aspect to create a more “challenging” environment for each student or class. Gold pieces allow the students to customize their avatars and create a more immersive gameplay environment. Very little time is actually taken in class for the gameplay. It is suggested that a few minutes of each class are used and teachers can then give students experience points for behavior at any time they deem appropriate.

What makes ClassCraft more intriguing than other behavior management systems? ClassCraft gamifies the classroom environment to meet the needs and interests of a diverse group of students. Gamification is the process or the incorporation of game elements into non game settings (Lee,J.J., & Hammer,J. 2011). Gamification intertwines the students interests by attempting to harness the motivational power of games and apply it to real world problems. Hence in our situation, student
motivation and engagement or the lack there of. By using ClassCraft we allow the students to have control of their destiny but at the same time hold them accountable for their actions. Many struggling students such as ours, have difficulties with following traditional rules within a traditional class setting. Applying Gamification strategies within the classroom “allows for the opportunity to experiment with rules, emotion and social roles within an the academic setting” (Lee, J.J., & Hammer, J. (2011). With Classcraft, no rules are meaningless and staring at a blackboards during lectures are out. Collaboration, rewards and mobile phones in class are in. Students are transformed into Warriors, Mages and Healers and level up in pursuit of extra credit or privileges. Shawn Young a quebec physics teacher and creator of the game, claims “pupil engagement has skyrocketed since he introduced the system” (Hargoth, S. 2014).

To facilitate the application of this system we propose a professional development opportunity for the staff. Prior to this we would want to send out an overview video of the proposed system and a google forms survey (Appendix A). The intent is to determine interest in and level of involvement that teachers would be willing to have. In the professional development teachers would be trained in the use of ClassCraft as a classroom tool for motivation. Open discussions would be used to allow the teachers to collaborate and decide on implementation details. The first decision to be made is whether all teachers should share one profile and allow the point system to be school wide, or if each teacher should manage their own ClassCraft classes and manage rewards in their own classroom. If a school wide system were to be used they would need to choose one of two options. First, the rewards would have to be given in any classroom the student chooses even if they
earned most of their points in other classrooms. Otherwise the rewards would have to be central to the school, and limited to rewards that could be given outside of the classroom. These could be special privileges during lunch, or other central rewards, but overall they would be limited compared to the opportunities for in class rewards. For this reason, we believe it would be best for each teacher to manage their own ClassCraft and give students ample opportunities for extrinsic rewards.

Other aspects of the professional development would entail training on theories of motivation including intrinsic-extrinsic motivation and expectancy-value theory.

By getting all of the teachers in the school to participate in the ClassCraft system and training them on its use and theories of motivation, the entire school can be on the same page during implementation. This will allow consistency in expected behaviors and the extrinsic rewards that follow them.

**Reflection**

Throughout the semester, I have gained vast amounts of knowledge learning how to motivating students. I also have gained valuable experience collaborating with colleagues on discussion posts and working with my partner to complete this project. Many times as a teacher, I have felt confident in my abilities to help students learn, grow, and stay motivated. However, after completing research and analysis on intrinsic and extrinsic motivation, I have found that it is very difficult to motivate every student, due the many different external factors. However, I did learn many strategies on how to foster a learning environment that promotes students to be motivated and actively engaged.
I have always applied psychological concepts supported by many of the authors we read about, but I didn’t have the knowledge to fully grasp or understand why or how one action affects another. I realized that some of the techniques that I currently use when teaching are supported by the many theories that we’ve discussed, such as modeling, giving positive praise, encouraging mastery learning goals, designing innovative lessons, cooperative learning groups, scaffolding differentiating the lessons, etc. One example of this is that “some positive reinforcement for mastery attempts is necessary for children to develop and maintain effectance motivation” (Schunk, Pintrich, and Meece, p. 242). As educators, we often rush through lessons to cover content and don’t always give our students the praise they deserve. Many of our students are not praised at all once they leave our environment, which makes it even more important that we provide positive reinforcement to reinforce mastery attempts towards their goals.

The main focus for me on this project has been the differences and effects that extrinsic and intrinsic motivation has on students. We as teachers must have a basic awareness of our students’ upbringings and backgrounds in order to gain a better understanding of what will motivate them and how they are motivated. Extrinsic and intrinsic motivation are time and context dependent; they are not on two different ends of the spectrum. As the research suggests, “there is no automatic relation between intrinsic and extrinsic motivation” (Schunk, Pintrich, and Meece, p. 239). I need to do a better job reminding myself that each activity can be either extrinsically or intrinsically motivating for different people. Every person
has different life experiences and goals that will develop their motivation for any
given task or activity.

I found it interesting that motivation and motivators change over time. After
the readings and research, I have discovered that there is "a systematic shift from
predominantly intrinsic orientation in third grade to a more extrinsic orientation by
the ninth grade" (Schunk, Meece, & Pintrich, 2014, p. 337). This explains why my
students, who range emotionally and cognitively, have different motivators as they
mature and grow. This also explains why students come to high school with little
intrinsic motivation. As an educator, I want to use this new knowledge to address
my students’ motivation levels as freshmen in order to help better understand each
student to meet their diverse needs and accomplish their goals.
References


Appendix

Appendix A

Teacher professional development survey (student reward system)

* Required

If a system was provided to keep track of student points in the reward system, I would use it daily. *

1 2 3 4 5

Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly Disagree

I would be willing to take up to five minutes of each class to manage an interactive tracking system/game with students? *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

What behaviors do you feel would be appropriate to reward? *


Would you rather one "class" be created for each grade level for all teachers to share, or each teacher manage their own set of classes. *

☐ Teachers share classes for rewards
☐ Teachers have their own classes for rewards

If you chose "Teachers share" in the previous question, you are OK with giving rewards in your class for points earned in other classes

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I think that the students would respond well to an online game to keep track of points earned for behavior *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree
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http://youtube.com/watch?v=NybQSYAAlxg

Based on the video above, I believe that this is a good option for student motivation.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

Based on the video above, I would like to participate in this system.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

Submit

Never submit passwords through Google Forms.

Appendix B

Appendix C:

<table>
<thead>
<tr>
<th>Experience Points</th>
<th>Health Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>+50</td>
<td>-5 Disturbing the class</td>
</tr>
<tr>
<td>+60</td>
<td>-10 Arriving late to class</td>
</tr>
<tr>
<td>+75</td>
<td>-15 Being negative or slacking off in class</td>
</tr>
<tr>
<td>+100</td>
<td>-20 Incomplete homework</td>
</tr>
</tbody>
</table>

Finding a mistake in the class notes
Correctly answering a question in class
Helping another student with his/her class
Being positive and hard-working in class