

Reinforcing Efforts and Providing Recognition





1. Reinforcing

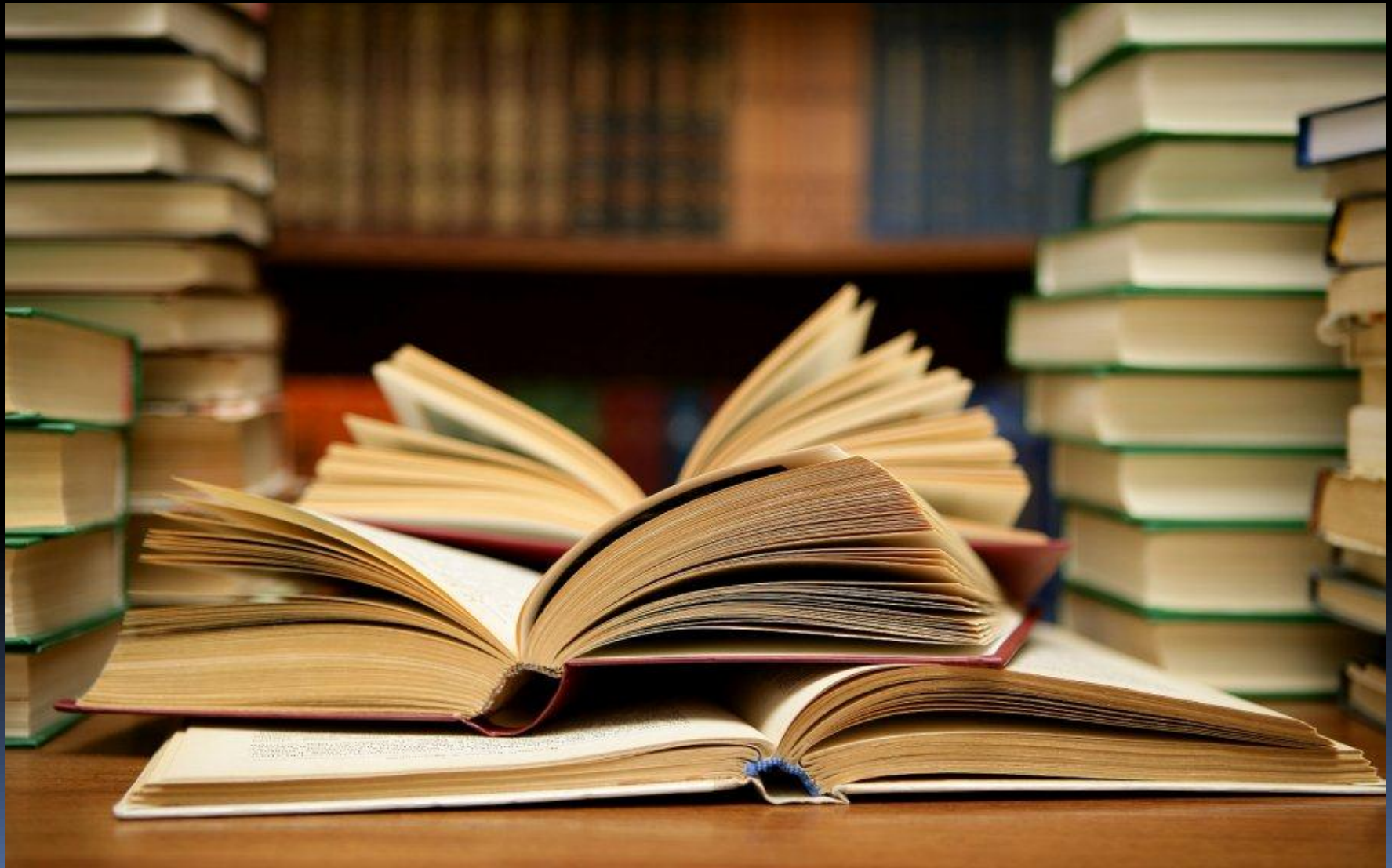
2. Effort




Research and Theory on Reinforcing Efforts

- ❖ Bernard Weiner (1972, 1983) popularized the notion that a **belief in effort** ultimately pays off in terms of enhanced achievement.
- ❖ When this research was carried out people generally attribute success at any given task to one of the following causes:
 1. Ability
 2. Effort
 3. Other people
 4. Luck

Findings on the Research






✓ From the results three of these four beliefs ultimately inhibit achievement.


1. Ability

2. Other people

3. Luck




✓ **Ability** – Some believe if you have the ability you can tackle anything. Regardless of how much ability you think you have, there will inevitably be tasks for which you do not believe you have the requisite skill.



✓ **Other People** – Belief that other people are the primary cause of success also has drawbacks, especially when you find yourself alone.

✓ **Luck** – There are disadvantages.
What if your luck runs out.



Belief in Effort


- Effort – Belief in effort is clearly the most useful attribution. If you believe that effort is the most important factor in achievement, you will have a motivational tool to apply to any situation.

“The effects on student achievement of reinforcing efforts”

- ✓ Two generalizations were drawn.
 1. Not all students realize the importance of believing in effort.
 - Most adults believe that effort pays off but not students.
 - In that case teachers need to explain and exemplify that belief in effort pays off.

Examples of Ways Teachers can Reinforce Effort


1. Teachers can share personal examples of times that they succeeded by continuing to try even when success did not appear imminent.
2. Teachers can also share examples of well-known athletes, educators, politicians who succeeded in large part simply because they did not give up.
3. Examples can be shared from stories that are familiar to students.
4. Another way to help students understand the value of effort is to ask them to recall personal examples of times that they succeeded because they did not give up.



. Students can learn to change their beliefs to an emphasis on effort.

➤ Studies have shown:


1. Simply demonstrating that added effort will pay off in terms of enhanced achievement actually increases student achievement (Craske, 1985; Wilson & Linville, 1982)



2. Students who were taught about the relationship between effort and achievement increased their achievement more than students who were taught techniques for time management and comprehension of new material.

KEEPING TRACK OF EFFORT AND ACHIEVEMENT




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- It is important for students to understand the relationship between effort and achievement. While teaching about effort may work for some students, others may need to see the connection for themselves.
 - Ask students to periodically keep track of their effort and its relationship to their achievement via the use of rubrics.
 - At the end of a particular period, students can use the rubrics to score themselves as it relates to various assignments given within that period.
 - Reflecting on their experiences and then verbalizing what they learned can help students heighten their awareness of the power of effort. Thus students can be asked to identify what they've learned during the process of charting the relationship between their effort and achievement.



RESEARCH AND THEORY ON PROVIDING RECOGNITION

Once referred to as “Praise” or “Reward”, an effective instructional strategy according to research is that of “Recognition”.


Praise and Reward are forms of recognition around which much controversy is situated.



Past research - the Walberg (1999) and Wilkinson (1981) studies – have caused many to argue that any form of recognition not only doesn't enhance student achievement but also leads to a reduction in intrinsic motivation.


- In 1971, researchers conducted the first laboratory experiments on students to investigate the effects of reward on intrinsic motivation.
- Intrinsic motivation was measured by the amount of times students attempted solving the puzzles during their personal time. It was found that students who were paid to complete a number of problems spent a significantly less amount of free time trying to figure out the puzzles as compared to students who weren't paid to complete the problems.

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Another study commonly cited as evidence that rewards of all types diminish intrinsic motivation, is that conducted by researchers Lepper, Greene, and Nisbett (1973).

Numerous past research purports that praise given for completing easy tasks can undermine achievement since students commonly viewed it as undeserving; easy tasks might lower their perception of their ability.



Praise is also handed out unsystematically and unevenly; Research illustrated that teachers tend to praise only 10-11% of students' correct answers.

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- NB. The research indicates that rewards have a negative effect on intrinsic motivation ONLY when intrinsic motivation is 'operationalized' as task behaviour during a free-time measure.




Rewards




- Reward is most effective when it is based on the attainment of some performance standards
- Research findings led Cameron and Pierce to note: "Rewards can have a negative impact on intrinsic motivation when they are offered to people for engaging in a task without considering any standard of performance."
- For example, Students' intrinsic motivation might be decreased if a teacher rewards them for simply engaging in an activity rather than reinforcing the successful completion of problems via said rewarding.



Rewards and Recognition
are not the same thing

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- Abstract symbolic recognition is more effective than tangible rewards.
 - While the use of various tangible rewards can have positive effects on motivation when they are contingent on the completion of some performance standard, research indicates that the more abstract and symbolic the forms of reward are, the more powerful they are.
 - Based on research by Cameron and Pierce, Verbal reward seems to work no matter how one measures intrinsic motivation.
 - Tangible rewards on the other hand, do not seem to work as well, regardless of how motivation is measured.

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- When praise and other forms of positive feedback are given and later taken away, people continued to show interest in their work (Cameron and Pierce).
 - Some researchers view verbal reward as an “extrinsic motivator that positively alters attitude and behaviours
 - NB. Intrinsic or Extrinsic, abstract and symbolic rewards – especially praise – when given for accomplishing specific performance goals can be a powerful motivator for students.

Effective Praise



Guidelines for Effective Praise

(Adapted from Vinitzky/Tannenbaum: *Exploring Teaching*)

Effective Praise

6. Orients students toward better appreciation of their own task-related behavior and thinking about problem-solving
7. Uses students' own prior accomplishments as the context for describing present accomplishments
8. Is given in recognition of noteworthy effort or success at difficult (for *this* student) tasks
9. Attributes success to effort and ability, implying that similar successes can be expected in the future

Ineffective Praise

6. Orients students toward comparing themselves with others and thinking about competing
7. Uses the accomplishments of peers as the context for describing students' present accomplishments
8. Is given without regard to the effort expended or the meaning of the accomplishment
9. Attributes success to ability alone or to external factors such as luck or low task difficulty



Pause , Prompt, Praise

- This strategy is best used while students are engaged in a particularly demanding task with which they are having difficulty.

Pause , Prompt, Praise

- STEP 1-Pause
- Stop the student from doing the task
- STEP2- Prompt
- Give the students guidelines and ask focused questions to help the student understand.
- STEP 3- Praise
- When the students figure out the answer you praise them

Practical activity One

- Decode these words

1)NXSUHITEEGRI

2)NACEAIUOTV

Concrete Symbols of Recognition

- Verbal recognition for their students' accomplishments, also well as offer their students concrete, symbolic tokens of recognition.
- Stickers, awards, coupons, and treats are examples of the types of tokens that are commonly used.
- These tokens do not necessarily diminish the intrinsic motivation if the tokens are given for accomplishing specific performance goals.

Activity Two-Complete the Word Ladder

CODE

B__E

MO__

L_G__

HOUSE



Winners!