

***Motivate your students for success:
Ideas for impacting beliefs, goals,
and attributions through music
pedagogy***

Dr. Peter Miksza

Associate Professor of Music

Indiana University Jacobs School of Music

Overview

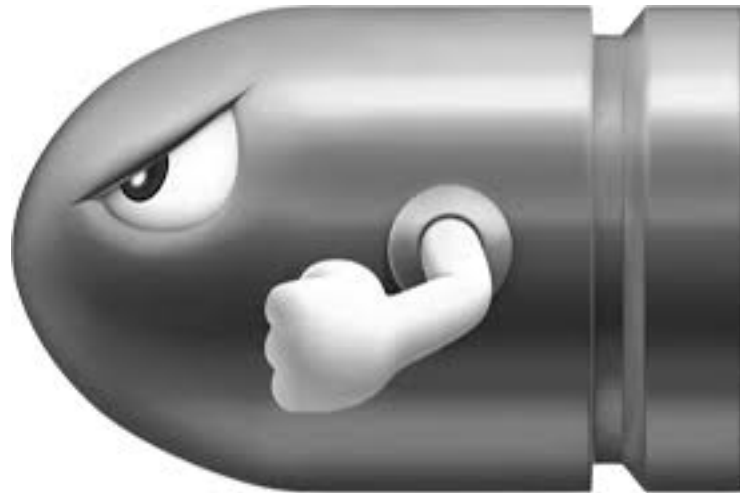
- The function of motivation theories
- What is motivation?
- The “BIG” picture: Context for how motivation and learning interact
- The “LESS BIG” picture: Bridging to instruction
 - A cyclical view of what happens next
 - Some common problems with motivation
- Feet on the ground: Applications and discussion

THE FUNCTION OF MOTIVATION THEORIES

The function of motivation theories

DISCLAIMER

- No silver bullet



The function of motivation theories

DISCLAIMER

- Generalities are not substitutes for understanding individuals

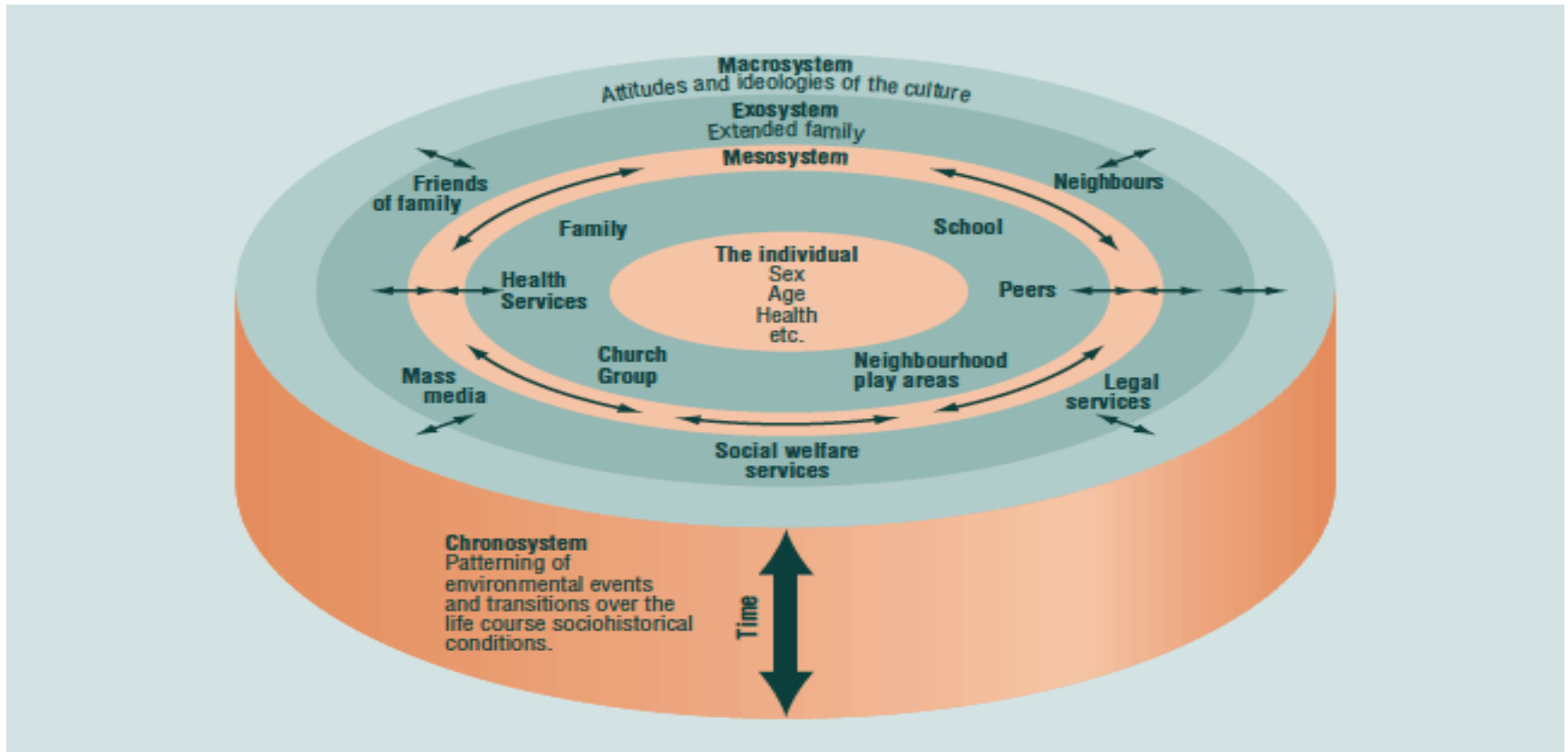


The function of motivation theories

- Affect affects behavior
- Variations in disposition explain and predict
- Focus
 - Neurochemical
 - Autonomic nervous system
 - Automatic conditioned/habitual response
 - Personal beliefs
 - Social context
 - Cultural context

The function of motivation theories

- Human motivation consists of a web of influences that can vary according to individual development and experience, social context, and culture



The function of motivation theories

- 109 + theories



WHAT IS MOTIVATION?

What is motivation?

- Let's create context...
 - Imagine you are someone seeking out specialized instruction as a singer... ..you've all been there and/or are there...



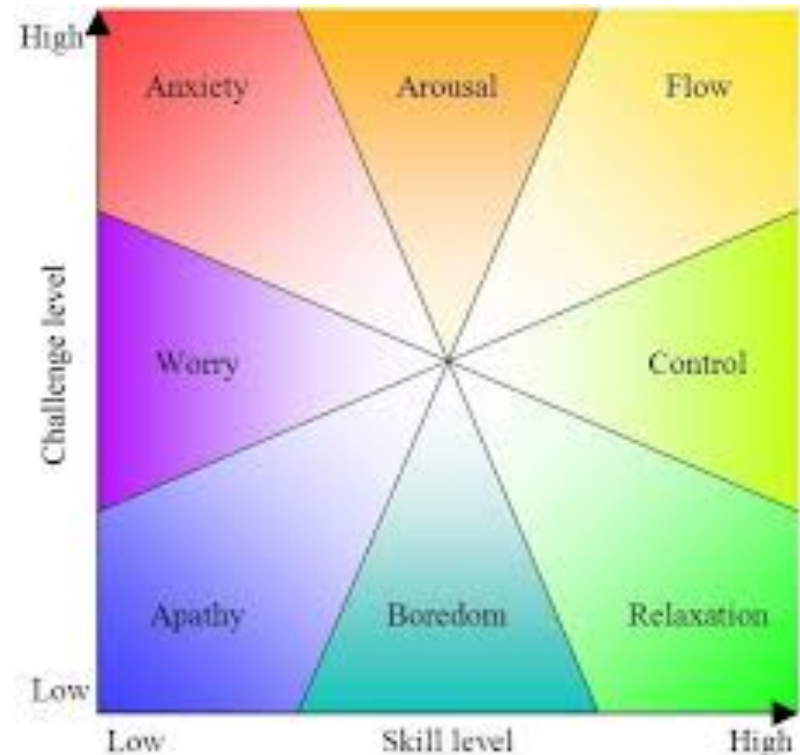
What is motivation?

- Choice
- Goals
- Engagement
- Self-regulation
- Persistence

THE BIG PICTURE

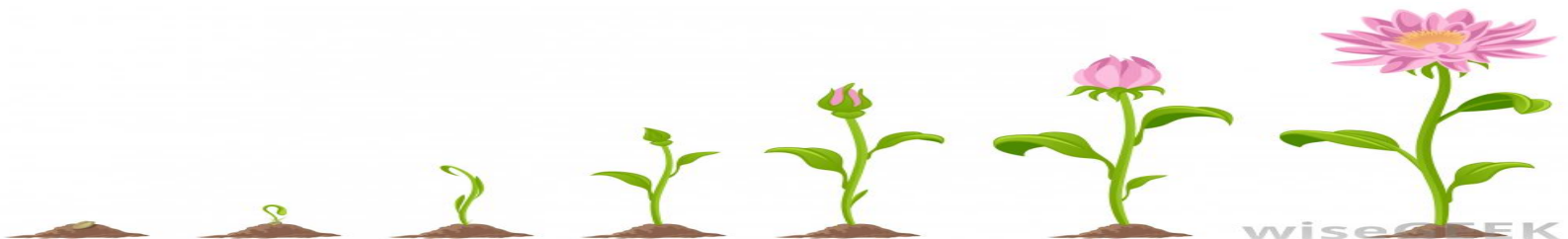
Context for how motivation and learning interact

- Bettering ourselves
- Autotelic experience
- Flow



Context for how motivation and learning interact

- Intrinsic Reasons
 - Arising from within an individual
- Humanistic ideal
 - Maslow, Rogers, Seligman
- Motivational problems
 - Unfulfilled needs
 - Disparity between who we are and want to be
 - Feel controlled or disconnected from the purpose of our activities



Context for how motivation and learning interact

- Maslow's hierarchy of needs
 - Self-actualization – a growth need, something we strive for to pursue personal growth and fulfillment
 - Barriers to self-actualization – deficiency needs, physiological sustenance, safety, belongingness, esteem

Context for how motivation and learning interact

- Maslow's hierarchy of needs



Context for how motivation and learning interact

- Self-determination

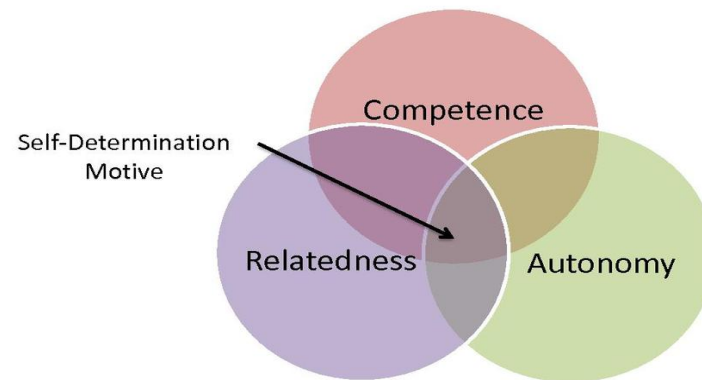
- “The process of utilizing one’s will” (Deci, 1980, p. 26)

- Autonomy

- Competence

- Relatedness

Three Innate Psychological Needs Comprise The Self-Determination Theory of Student Motivation



Source: Deci, E.L., & Ryan, R.M. (2000). The “What” and “Why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.

Context for how motivation and learning interact

- SDT
 - People work to grow, experience mastery, and integrate new experiences into a sense of their self
 - Autonomy
 - A need to feel free to guide one's own life and make choices (not isolation or disconnectedness)
 - Competence
 - A belief that one can deal effectively with their environment
 - Relatedness
 - A need to feel socially connected, loved, and respected

Context for how motivation and learning interact

- Social contexts can support or thwart
 - Support
 - Balancing structure/scaffolding and independent work/decision making is important
 - Giving opportunities to make choices vs. emphasizing interpersonal control
 - Providing informational instruction (ways to achieve objective) vs. controlling rules (specific ways to do things)
 - Communicating evaluations to improve what they're doing vs. as how they 'should' perform

Context for how motivation and learning interact

- Social contexts can thwart
 - Undermine self-determination via extrinsic rewards (especially if they're already intrinsically motivated)
 - Reinforcing links between self-esteem and contingent rewards
 - Overemphasize high stakes achievement and peer comparison to the point of anxiety or amotivation
 - Lack of opportunities to feel as part of a community of learners

Context for how motivation and learning interact

- Social contexts can also impact how and whether people integrate the values of their environment within themselves

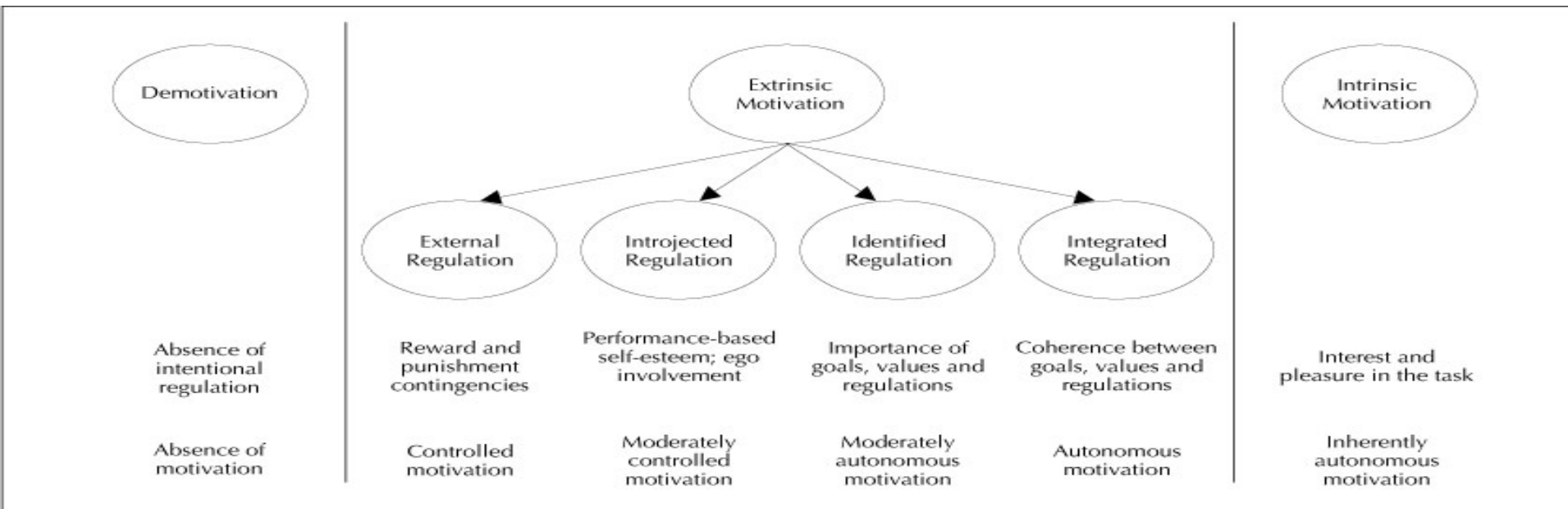


Figure 1 *The Self-Determination continuum*

Context for how motivation and learning interact

- Integrating
 - Help students value the activity, feel competent to do it, and acquire beliefs that they will be able to do it well
 - Model behaviors through significant others that student would like to feel connected to – peers, teachers, role models, heroes
 - Show there is value in the behavior as recognized by their social group
 - Be sure to prepare students for the experience and give them a sense of readiness to be competent
 - Try to make connections to the student's other goals and values to increase autonomy

Context for how motivation and learning interact

- Summary of the context
 - Aiming for “becoming” for self-fulfillment
 - Desiring flow
 - Autonomy, competence, and relatedness
 - Necessary to support these essential needs through instructional design (e.g., social context)
 - It’s possible to help students internalize new values and develop intrinsic motivation for things they are initially not interested in or defiant about

THE LESS BIG PICTURE

Bridging to instruction

Bridging to instruction

- Preview
 - A cyclical set of concepts
 - Mindset
 - Self-efficacy
 - Achievement goal orientation
 - Attributions
 - Problems

Bridging to instruction

- Mindset as a first step (Dweck)
 - Fixed (entity) vs. Growth (incremental)
 - Choice to pursue music, the goals you set, expectations of success



Bridging to instruction

- Interventions
 - The voice is something that matures and develops over long periods of time
 - Our skills develop as a result of re-organizing neural patterns through experience
 - That mistakes and errors are opportunities to learn rather than indictments of ability level
 - Our ability reflects our effort more than an innate, hereditary cap of some kind
 - That growth is incremental and varies in pace from individual to individual and as such comparisons to others are not good indicators of one's true potential
 - That musicality comes with experience, experimentation, and finding one's own style

Bridging to instruction

- Self-efficacy as a fundamental belief (Bandura)
 - An individuals' belief in their own ability to produce an intended outcome on a specific task



Bridging to instruction

- Ideal self-efficacy
 - Want students to be slightly overconfident – enough so that they are energized to take on challenges, stretch their skills, and persist in face of difficulty
 - If self-efficacy is too high it could lead to unrealistic expectations and catastrophic failures
 - If it is too low it could lead to avoidance behavior, giving up, and dropping out

Bridging to instruction

- Achievement goal orientation (Elliot)
 - The reasons why people aim to be competent, in other words how they frame their own goals



Bridging to instruction

- 2 X 2 Framework
 - Mastery/Performance – Approach/Avoid

| | | Definition | |
|----------------|--------------------------------------|---|--------------------------------|
| | | Absolute/ intrapersonal (mastery) | Normative (performance) |
| Valence | Positive (approaching success) | Mastery- approach goal | Performance- approach goal |
| | Negative (avoiding failure) | Mastery- avoidance goal | Performance- avoidance goal |

Bridging to instruction

- Adaptive and maladaptive orientations
 - Mastery-approach
 - Work on tasks with deeper learning processes, be more resilient when faced with failure, and be high achievers in the long run
 - Performance-approach
 - Also high when a learner is motivated for both, mastery- and performance-approach reasons
 - Avoid orientations
 - Usually maladaptive
 - Avoid challenges, overlearn materials in a surface manner, and not demonstrate achievement relative to those with more adaptive profiles

Bridging to instruction

- Adaptive orientations
 - Focused on striving for growth and continued mastery
 - Do not need to emphasize peer comparison as it will happen naturally anyway
 - Help students
 - Organize their learning process
 - Teach them to be self-regulated
 - Emphasize help-seeking behavior as an emblem of growth rather than weakness
 - Reduce threat of assessments or other events where students demonstrate their competence
 - Encourage risk taking and exploratory behavior

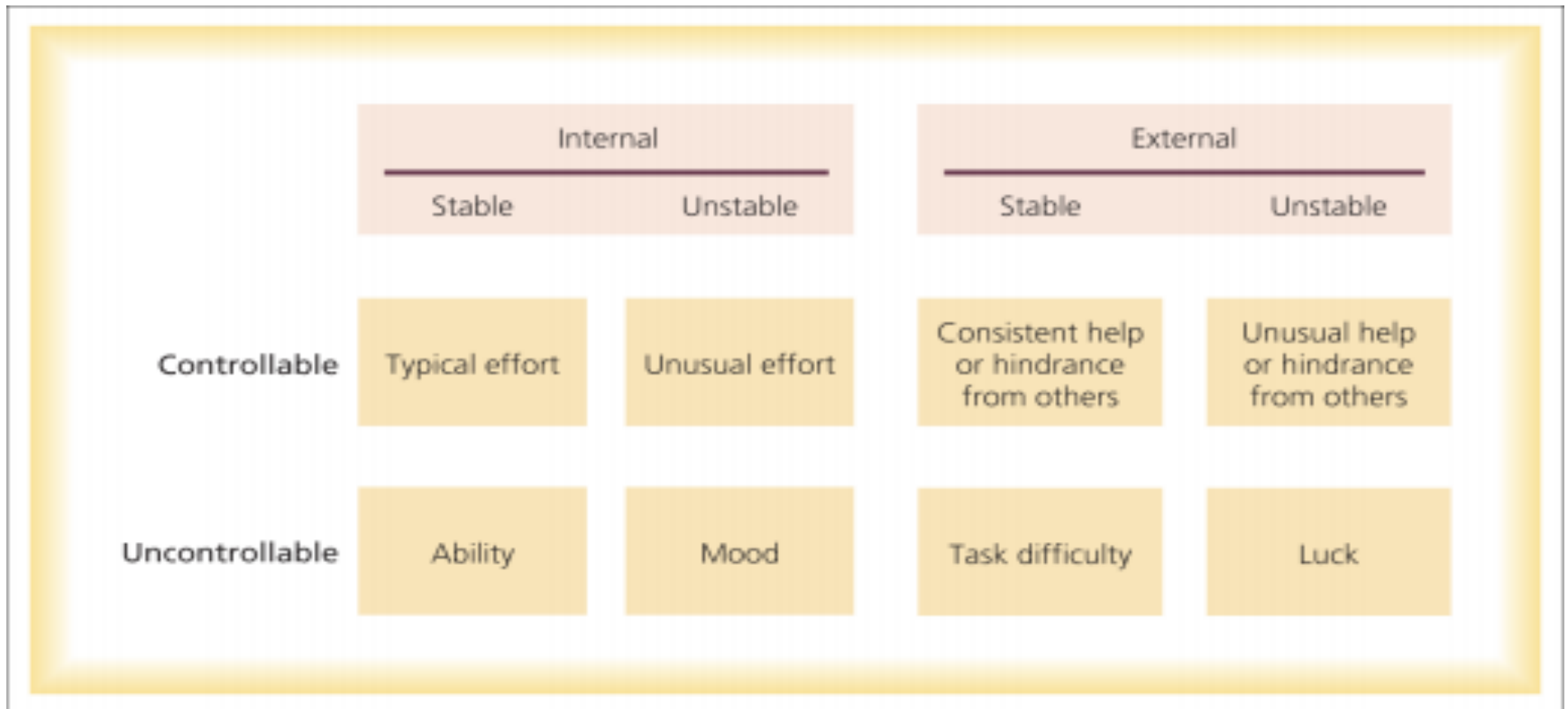
Bridging to instruction

- Attribution theory (Weiner)
 - Connections between reasons for success/failure, motivation, and achievement
 - Result in psychological and emotional consequences that lead to behavior



Bridging to instruction

- Locus of control, Stability, Controllability



Bridging to instruction

- Impact of attributions
 - Bias towards stable, uncontrollability is problematic
 - Particularly with low ability attributions
 - Teachers can have biased attributions
- Intervening
 - Attributional retraining that involves careful and credible pairings of feedback with students' actual behavioral demonstrations can be very effective

THE LESS BIG PICTURE

Some common problems



Some common problems

- Deficiency needs not met
 - Environment must feel like a safe place – physically and psychologically (larger ramifications for situations involving poverty, discrimination, and/or harassment, etc.)
 - Students require training for interaction with each other
 - Active approaches to reducing stressfulness of competitive and high-stakes environment
 - Active approaches to help students form productive relationships with each other
 - Active approaches to help students develop positive feelings of competence, efficacy, and autonomy for the sake of esteem

Some common problems

- No intrinsic motivation
 - Requires social contexts for helping students integrate values of environment to their own self
 - Active connections between activities and the students' life goals and values
 - Active connections to students' values and recognition of those of the students' peer group
 - Active connections to students' significant others and those they regard highly as role models
 - Provide opportunities for choice and for the student to feel in control of the environment
 - Give a secure foundation for building a sense of readiness – do not “throw into the fire”
 - Steer students away from performance-based goal orientations and towards mastery ideas

Some common problems

- Learned helplessness and self-handicapping or preservation of self-worth
 - Provide frequent opportunity to document and display evidence of growth
 - Teach students to avoid comparisons with others and encourage mastery goal orientations
 - Structure learning with an emphasis on short-term goals and develop them with the students
 - Vary goals according to individual students' needs
 - Make it safe to ask for help and build it into the learning process as a required step
 - Don't over-assist
 - Monitor student's attributions
 - Consider cooperative learning approaches

FEET ON THE GROUND

Specific connections and discussion



Instructional Components

| Instructional Component | Teacher |
|-------------------------|--|
| Objectives/Repertoire | Have positive yet, realistic expectations Allow students control Know the students and their reasons for studying music Encourage choosing objectives for a sense of personal mastery and growth |
| Divergent outcomes | Student-valued activities and choice Emphasize information rather than control Create environment where risk taking and personal expression is actively encouraged |
| Sequencing/Instruction | Readiness and incremental growth Value group/peer activities Provide opportunities to learn to interact constructively |
| Feedback | Encourage growth mindset, mastery achievement orientation, adaptive attributions Emphasize mechanism for changing |
| Assessment | Involve students in design, match to objectives, document growth, use high-stakes sparingly, emphasize formative over summative When possible, give multiple tries for mastery so mistakes are opportunities for growth Avoid emphasizing normative comparison |

THANK YOU

Web Resources

Psych Wiki

http://www.psychwiki.com/wiki/Main_Page

Annenberg Learner

<http://www.learner.org/series/discoveringpsychology/index.html>

Psychology Wiki

http://psychology.wikia.com/wiki/Psychology_Wiki

Motivation at a glance (Syracuse)

<https://sites.google.com/site/motivationataglanceischool/home>

Autonomic Nervous System (Fight, flight, freeze)

<https://faculty.washington.edu/chudler/auto.html>

Humanism

<http://www.edpsycinteractive.org/topics/affect/humed.html>

Positive Psychology – talk by Martin Seligman

http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology?language=en

Flow – talk by Csikszentmihalyi

http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow?language=en

Self-determination theory

<http://www.selfdeterminationtheory.org/>

Mindset – talk by Carol Dweck

http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

Self-efficacy

<http://www.gifted.uconn.edu/Siegle/SelfEfficacy/section1.html>

Achievement goal orientation

<http://www.education.com/reference/article/goal-orientation-theory/>

Attribution Theory

<https://prezi.com/macvtwykyvsi/attribution-theory-in-music-education-research/>

Readings for primary topics

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Dweck, C. S. (2007). *Mindset: The new psychology of success*. New York, NY: Balantine books.
- Elliot, A. J., & Dweck, C. S. (Eds.) (2007). *Handbook of competence and motivation*. New York, NY: The Guilford Press.
- Lehman, A. C., Sloboda, J. A., & Woody, R. H. (2007). *Psychology for musicians: Understanding and acquiring the skills*. New York, NY: Oxford University Press.
- Linnenbrink-Garcia, L., Maehr, M. L., & Pintrich, P. R. (2011). Motivation and achievement. In R. Colwell & P. R. Webster (Eds.), *MENC handbook of research on music learning vol. 1: Strategies* (pp. 216-264).
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68-78.
- Schunk, D. H, Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Upper Saddle River, NJ: Pearson.
- Stipek, D. (2002). *Motivation to learn: Integrating theory and practice*. Boston, MA: Allyn & Bacon.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, *92*, 548-573.

Image Citations

- Silver bullet image: <http://machrider14.deviantart.com/art/Silver-Bullet-Bill-314821911>
- Death star model image: http://bricks.inmovi.es/movie_898266_The-Big-Bang-Theory.html
- Bronfonbrenner model image: <http://www.aifs.gov.au/institute/pubs/resreport5/socioculturalcontext.html>
- Ready set go image: <http://www.brainyday5k.com/2012/12/ready-set-go/>
- Singer image: <http://www-personal.umich.edu/~sherlyn/singer.html>
- Flow balance image: <http://quantumflow.co.za/2010/06/>
- Growing flower image: <http://animal-kid.com/flowers-growing-animated-gif.html>
- Maslow's hierarchy of needs image: <http://rjnello.com/tag/maslows-hierarchy-of-needs/>
- Self-determination image: http://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2014/Self-efficacy_and_motivation
- Continuum of self-determination motivation image: http://www.scielo.br/scielo.php?pid=S1519-70772013000200007&script=sci_arttext&tlng=en
- Dweck mindset image: <https://avantwhat.wordpress.com/2011/01/14/mindset-chapter-two/>
- Albert Bandura image: <http://www.likesuccess.com/80829>
- Andrew Elliot image: http://www.psych.rochester.edu/people/elliott_andrew/
- Elliot 2 X 2 image: <http://wiki.learnstream.org/wiki/ref:elliott2001achievement>
- Bernard Weiner image: <https://www.tu-chemnitz.de/uk/pressestelle/aktuell/3/342>
- Image of attribution model:
http://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2013/Learned_optimism
- Problem image: <http://timtialdo.com/blog/the-irony-of-lifes-problems/>
- Lost foot image: <http://www.everseradio.com/top-five-giant-foot-statues/>