**Chapter 4 Learning Communities and Student Motivation**

**Making a classroom a learning community is one of the most important things a teacher can do!**

**Perspectives on classrooms as learning communities**

**-classrooms are places where individual and group needs are played out and where daily activity mirrors life outside of school**

**-teacher’s choices of motivational strategies influence the development of learning communities as well as how much students remain engaged in learning**

**Fusion of the individual and group**

**Learning community-is a setting in which individuals within the community have mutual goals and common relationships, and show concern for each other**

**-according to John Dewey, children learn as they participate in social settings**

**-people create meaning our of relationships and membership in particular cultures**

**-classroom life results from individually motivated students and teachers responding to each other in a social setting**

**Human motivation**

**Motivation-processes that stimulate our behavior**

**Intrinsic motivation-behavior is parked internally by one’s own interest or curiosity or just for the pure enjoyment of an experience**

**Extrinsic motivation-individuals are influenced to action from external or environmental factors such as rewards, punishments, or social pressure**

**Reinforcement theory**

**Reinforcers-stimulus events that occur contingent with a behavior and increases the likelihood of particular behaviors**

**Positive reinforcers-followed desired behaviors enhance the probability that the behavior will be repeated**

**Negative reinforcers-stimulus events removed after particular behaviors**

**Punishments-decrease the likelihood of a behavior being repeated or at least are intended to do so**

**Needs theory-emphasizes that individuals are aroused to action by innate needs and intrinsic pressures, rather than by extrinsic rewards or punishments**

**Maslow**

**-says only when basic physical needs and the needs for love and self-esteem are met that individuals strive to meet higher-order needs**

**-children who come to school hungry have those needs before learning**

**Needs disposition theory-individuals are motivated to take action and to invest energy in pursuit of three outcomes:**

**1.achievment motives-desire achievement or have intent to learn is the most important aspect of motivation for classroom teaching**

**2.affiliative motives-students and teachers come to value the support and friendship of their peers**

**3.influence-can be seen in those students who strive to have a larger say in the way schools run**

**DeCharms theories**

**1.pawns-persons who have no controls over what happens to them and they are aroused to action form a sense of obligation or from external rewards**

**2.origins-they are in charge of their own behavior and they behave in a particular ways because of themselves not because of others so they resist external pressures such orders and rules**

**Cognitive theory**

**-individuals are aroused to action by thinking**

**Attribution theory-based on the proposition that the ways individuals come to perceive and to interpret the causes of their successes or failures are the major determinants of their motivation rather than innate needs or fixed earlier experiences and involves four causes (ability, effort, luck, and the difficulty of the learning task)**

**High achievement motivation-tends to associate their successes with their abilities and their failures with lack of effort**

**Low achievement motivation-attribute their successes to luck and their failures to lack of ability**

**Performance goal orientation-they either strive to reach particular performance standers often set externally or they try to better their own performance as compared to the performance of others**

**Learning goal orientations-these students compete mainly with themselves and are motivated by internal factors such as the satisfaction of learning something new**

**Social learning theory-motivation is the product of an individual’s expectations about his or her chances of reaching a particular goal and the degree of value or satisfaction that will occur if the individual achieves that goal**

**Features of learning communities**

**Classroom properties**

**1.multidimensionality-classrooms are crowded places in which many people with different backgrounds, interests, and abilities compete for scarce resources**

**2. Simultaneity-while helping an individual student during seatwork, a teacher must monitor the rest of the class, handle interruptions, and keep track of time**

**3.immediacy-rapid pace of classroom events and their immediate impact on the lives of teachers and students**

**4.unpredictability-classroome vents not only demand immediate attention but also may take unexpected turns**

**5.publicness-the classroom is a very public place-get use to it**

**6.history-classrooms and their participants gradually become a community that shares a common history**

**Classroom processes**

**1.communication-full of verbal and nonverbal communication and is reciprocal process**

**2.friendship and cohesiveness-this process involves the degree to which people in a classroom have respect for and value on another and to how friendship patterns within classrooms affect climate and learning**

**3.expectations-peopl have expectations for each other and for themselves**

**4.norms-shared expectations students and teachers have for classroom behavior**

**5.leadership-how power and influence are exerted in classrooms and their impact on group interaction and cohesiveness**

**Classroom structures**

**1.task structures-differ according to the various activities required of particular teaching strategies or models used by teachers**

**2.goal and reward structures-ways goals and rewards are structured**

**A.cooperative goal structures-students perceive that they can achieve their goal if and only if the other students with whom they are working can also reach the goal**

**B.competitive goal structures-students perceive they can reach their goal is unrelated to achievement of the goal by other students**

**C.individualistic goal structures-exists when students perceive that their achievement of a goal is unrelated to achievement of the goals by others**

**D.reward structures-competitive, cooperative, and individualistic**

**3.Classroom participation structures-who can say what, when, and to whom**

**4.sociocultural perspective-learning communities stems from sociocultural theorist and school reformers**

**A.teachers and students are confident that everyone elarns well**

**B.lessons are active, multidimensional, and social**

**C.relationships are caring and interdependent**

**D.talk and action are socially just**

**E.authentic assessment enhances learning**

**Motivation**

**Practices that support motivation**

**1.holding students accountable**

**2.providing appropriate homework**

**3.checking for understand**

**4.positive classroom environment**

**5.having clear goals and expectations**

**6.using cooperative learning**

**7.having difficult tasks that students can do**

**8.monitoring student work**

**9.providing positive encouragement**

**10.providing strategies instruction**

**11.valuing students**

**12.stimualting cognitive thought**

**Practices that undermine motivation**

**1.ability attribution**

**2.fostering competitiveness**

**3.lack of monitoring of student work**

**4.assigning tasks of low difficulty**

**5.having poor planning**

**6.having pacing that is too slow**

**7.having negative classroom environment**

**8.using uninspired instructional practices**

**9.using negative classroom management**

**10.failing to make connections**

**11.using public notice and punishment**

**Ways to motivate and produce a learning community**

**1.beleive in student’s capabilities and attend to alterable factors(namely our attitude toward students)**

**2.avoid overemphasizing extrinsic motivation(some rewards are ok but don’t over do it)**

**3.creat learning situations with positive feeling tones as they can really influence how a student responds to learning situations**

**4.build on students’ interests and intrinsic values by relating lessons to student’s lives, using student’s names, make materials vivid**

**5.structure learning to accomplish flow for example the next activity will require some skills a student just acquired**

**6.use knowledge of results and don’t excuse failure by using feedback on good performance**

**7.attend to student needs-including the need for self-determination because individuals invest energy in pursuit of achievement, affiliation, and influence as well as to satisfy needs for choice and for self determination**

**8.attend to the nature of learning goals and difficulty of instructional tasks**

**A.competitive goal structures-lead to comparisons and win-lose relatioships among students and make a student’s ability rather than effort the primary factor for success**

**B.cooperative goal structure-leads to social interdependence and shared activity makes student effort the primary factor for success**

**C.learning goal orientation-students strive to compete with themselves and to learn something**

**D.performance goal orientation-students strive to reach standards often imposed by others**

**8.use multidimensional tasks**

**A.are intrinsically interesting, rewarding, and challenging**

**B.include more than one answer or more than one way to solve a problem**

**C.allows different students to make different contributions**

**D.involves various mediums to engage the senses of sight, hearing, and touch**

**E.requires a variety of skills and behaviors**

**F.requires reading and writing**

**9.faciliate group development and cohesion**

**A.faciliate group inclusion and psychological membership-everyone wants to feel that they belong and they are accepted by others**

**B.establish shared influence and copperation-one struggle tests the authority of the teacher while the other establishes the peer group pecking order**

**Pursuing academic goals-at this stage the classroom group is functioning smoothly and productively**

**D.accomplish self-renewal-teachers need to help class members think about their continuous growth and about how to take on new and more challenging tasks.**