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Chapter 1 : Diversity and Motivation : Margery B. Ginsberg :

The Motivational Framework for Culturally Responsive Teaching The research-based understanding of motivation (Lambert and McCombs,) is that it is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning.

Wlodkowski and Margery B. Ginsberg Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds. To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement Olneck There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful Ogbu To that end, we have developed a comprehensive model of culturally responsive teaching: The foundation for this approach lies in theories of intrinsic motivation. Before we outline our framework for culturally responsive teaching, we will address the bond of motivation and culture, and analyze some of the social and institutional resistance to teaching based on principles of intrinsic motivation. Understanding these relationships provides a clearer view of the challenges we must overcome if we are to genuinely transform teaching and successfully engage all students. Motivation Is Inseparable from Culture Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives. For example, one person working at a task feels frustrated and stops, while another person working at the task feels joy and continues. Yet another person, with an even different set of cultural beliefs, feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture. While the internal logic as to why a student does something may not coincide with that of the teacher, it is, nonetheless, present. And, to be effective, the teacher must understand that perspective. Rather than trying to know what to do to students, we must work with students to interpret and deepen their existing knowledge and enthusiasm for learning. From this viewpoint, motivationally effective teaching is culturally responsive teaching. Why, then, do we have such difficulty acting this way in the classroom? One major reason is that we feel very little social pressure to act otherwise. The popular media and structural systems of education remain locked in a deterministic, mechanistic, and behavioristic orientation toward human motivation. As a result, our national consciousness assumes there are many people who need to be motivated by other people. Secondary education is influenced a great deal by the practices of higher education, and both levels tend to follow the precepts of extrinsic reinforcement. Teaching and testing practices, competitive assessment procedures, grades, grade point averages, and eligibility for select vocations and colleges form an interrelated system. This system is based on the assumption that human beings will strive to learn when they are externally rewarded for a specific behavior or punished for lack of it. Schools and colleges successfully educate a disproportionately low number of low-income and ethnic minority students Wlodkowski and Ginsberg Because the importance of grades and grade point averages increases as a student advances in school, it is legitimate to question whether extrinsic motivation systems are effective for significant numbers of students across cultures. We can only conclude that, as long as the educational system continues to relate motivation to learn with external rewards and punishments, culturally different students will, in large part, be excluded from engagement and success in school. Changing Consciousness About Motivation It is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These

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primary sources of motivation reside in all of us, across all cultures. When students can see that what they are learning makes sense and is important, their intrinsic motivation emerges. We can influence the motivation of students by coming to know their perspective, by drawing forth who they naturally and culturally are, and by seeing them as unique and active. Sharing our resources with theirs, working together, we can create greater energy for learning. Intrinsic systems of motivation can accommodate cultural differences. Theories of intrinsic motivation have been successfully applied and researched in areas such as cross-cultural studies Csikszentmihalyi and Csikszentmihalyi ; bilingual education Cummins ; and education, work, and sports Deci and Ryan Ample documentation across a variety of student and regional settings suggests that noncompetitive, informational evaluation processes are more effective than competitive, controlling evaluation procedures Deci et al. A growing number of educational models, including constructivism and multiple intelligences theory, are based on intrinsic motivation. They see student perspective as central to teaching. Unfortunately, educators must often apply these theories within educational systems dominated by extrinsic reinforcement, where grades and class rank are emphasized. And, when extrinsic rewards continue to be the primary motivators, intrinsic motivation is dampened. Those students whose socialization accommodates the extrinsic approach surge ahead, while those studentsâ€™often the culturally differentâ€™whose socialization does not, fall behind. A holistic, culturally responsive pedagogy based on intrinsic motivation is needed to correct this imbalance. An Intrinsic Motivational Framework We propose a model of culturally responsive teaching based on theories of intrinsic motivation. This model is respectful of different cultures and is capable of creating a common culture that all students can accept. Within this framework, pedagogical alignmentâ€™the coordination of approaches to teaching that ensure maximum consistent effectâ€™is critical. The more harmonious the elements of teaching are, the more likely they are to evoke, encourage, and sustain intrinsic motivation. The framework names four motivational conditions that the teacher and students continuously create or enhance. Establishing inclusionâ€™creating a learning atmosphere in which students and teachers feel respected by and connected to one another. Developing attitudeâ€™creating a favorable disposition toward the learning experience through personal relevance and choice. Enhancing meaningâ€™creating challenging, thoughtful learning experiences that include student perspectives and values. Engendering competenceâ€™creating an understanding that students are effective in learning something they value. These conditions are essential to developing intrinsic motivation. They are sensitive to cultural differences. They work in concert as they influence students and teachers, and they happen in a moment as well as over a period of time. Culturally Responsive Teaching Let us look at an actual episode of culturally responsive teaching based on this motivational framework. It occurs in an urban high school social science class with a diverse group of students and an experienced teacher. At the start of a new term, the teacher wants to familiarize students with active research methods. She will use such methods throughout the semester, and she knows from previous experience that many students view research as abstract, irrelevant, and oppressive work. After reflecting on the framework, her teaching goal, and her repertoire of methods, she randomly assigns students to small groups. She encourages them to discuss any previous experiences they may have had in doing research as well as their expectations and concerns for the course. Each group then shares its experiences, expectations, and concerns as she records them on the chalkboard. The teacher explains that most people are researchers much of the time, and she asks the students what they would like to research among themselves. After a lively discussion, the class decides to investigate and predict the amount of sleep some members of the class had the previous night. This experience engages student choice, increases the relevance of the activity, and contributes to the favorable disposition emerging in the class motivational condition: The students are learning in a way that includes their experiences and perspectives. Five students volunteer to serve as subjects, and the other students form research teams. Each team must develop a set of observations and questions to ask the volunteers. They cannot ask them how many hours of sleep they had the night before. After they ask their questions, the teams rank the five volunteers from the most to the least amount of sleep. When the volunteers reveal the amount of time they slept, the students

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discover that no research team was correct in ranking more than three students. These procedures encourage and model equitable participation for all students. After the discussion, the teacher asks the students to write a series of statements about what this activity has taught them about research. Students then break into small groups to exchange their insights. Self-assessment helps the students to gain, from an authentic experience, an understanding of something they may value motivational condition: This snapshot of culturally responsive teaching illustrates how the four motivational conditions constantly influence and interact with one another. Without establishing inclusion small groups to discuss experiences and developing attitude students choosing a relevant research , the enhancement of meaning research teams devising hypotheses may not have occurred with equal ease and energy; and the self-assessment to engender competence what students learned from their perspective may have had a dismal outcome. According to this model of teaching, all the motivational conditions contribute to student engagement. Norms, Procedures, and Structures Although the above event actually occurred, it may sound like a fairy tale because everything worked smoothly. In reality, teaching situations often become fragmented by the competing needs and interests of a diverse student body. All too often, we use educational norms and procedures that are contradictory. The result is that we confuse students and decrease their intrinsic motivation. For example, consider the teacher who uses cooperative learning yet gives pop quizzes; or who espouses constructivist learning yet grades for participation; or who abhors discrimination yet calls mainly on boys during class discussions. In an effort to help educators avoid such errors of incoherence, we have compiled educational norms, procedures, and structures that are effective from a motivational as well as multicultural perspective see fig. Together, they provide an integrated system of teaching practices for our model of culturally responsive teaching. They are categorized according to the motivational conditions of the framework: Norms are the explicit values espoused by the teacher and students. Procedures are learning processes that carry out the norms. Structures are the rules or binding expectations that support the norms and procedures. Share the ownership of knowing with all students. The class assumes a hopeful view of people and their capacity to change. Treat all students equitably. Invite them to point out behaviors or practices that discriminate. Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. Ground rules, learning communities; and cooperative base groups. Develop Positive Attitude Norms: Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

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Chapter 2 : Motivation and Diversity: A Framework for Teaching - [PDF Document]

This revised and updated second edition of Diversity and Motivation offers a comprehensive understanding of teaching methods that promote respect, relevance, engagement, and academic calendar. science.com by B. Ginsberg and Raymond J. Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty.

A Framework for Teaching Raymond J. Wlodkowski Historically, motivation and sex share a similar fate: At the core of each is desire. Yet maintaining a passion for learning or for another person can fall prey to distraction as well as to other interests. What seemed to be a dream that would last forever may quickly disappear because of something as banal as familiarity or monotony. One of the problems with understanding motivation is that we cannot see it and we cannot touch it. It is what is known in the social sciences as a hypothetical construct, an invented definition that provides a possible concrete causal explanation of behavior. Therefore we cannot observe motivation directly nor measure it precisely. We have to infer it from what people do. So we look for signs such as persistence and completion. In fact, social scientists today regard the cognitive processes as inherently cultural Rogoff and Chavajay, The language we use to think and the ways in which we communicate cannot be separated from cultural practices and cultural context. As Vivian Gussin Paley , p. Learning is a naturally active and normally volitional process of constructing meaning from information and experience Lambert and McCombs, Although our lives are marked by a continuous flow of activity within an infinite variety of overt actions, we are purposeful. We constantly learn, and when we do we are usually motivated to learn. We are directing our energy through the processes of attention, concentration, and imagination, to name only a few, to make sense of our world. Until about a decade ago, an individualistic understanding of motivation dominated the field of psychology. Personal motives, thoughts, expectancies, and goals were concepts that had a strong influence on psychological approaches to facilitating student motivation and learning. Currently, socio-constructivism is a rapidly growing theoretical force in understanding ways to improve learning in schools and colleges Hickey, Critical to this view is the realization that people learn through their interaction with and support from other people and objects in the world. We are more aware that to help a person learn may require understanding his or her thinking and emotions as inseparable from the social context in which the activity takes place. In terms of the current state of research and practice, it seems wise to allow both individualistic and socio-constructivist theories to inform how we teach Salomon and Perkins, However, to find, edit, and organize an essay based on personally relevant material takes considerable individual reflection and self-direction. This kind of self-regulation is largely an individual process and we benefit from understanding the considerable research that describes how to teach students these skills Pintrich, The Motivational Framework for Culturally Responsive Teaching Wlodkowski and Ginsberg, is a model for teaching and for planning instruction based on the principle that individual motivation is inseparable from culture. It offers a pedagogical approach for creating learning experiences that evoke the intrinsic motivation of all students. After a discussion of motivation and culture, this chapter proceeds to explore some important differences between intrinsic and extrinsic motivation. It continues with an overview of the motivational framework and ends with how to plan lessons to elicit intrinsic motivation among culturally diverse students. Inseparable from Culture Colleges have increasing numbers of culturally diverse students. Teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement Olneck, Our emotions are a part of and significantly influence our motivation. In turn, our emotions are socialized through culture. For example, one person working at a task feels frustrated and stops while another person working at the task feels joy and continues. Yet another person with an even different set of cultural beliefs feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification,

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and in their definitions of appropriate responses Kitayama and Markus, Today teachers inevitably face the reality that what may enhance the motivation of some students may diminish the motivation of others. Icebreakers are a good example of this phenomenon. Many courses begin with activities to create a more sociable mood. Some of these activities ask students to self-disclose intimate personal feelings or circumstances to other students, who at the time are strangers to them. Some students enjoy sharing such personal information with people who are relatively unknown to them. Studies consistently reveal, however, that self-disclosure of this nature may be incompatible with the cultural values of Asian Americans, Latinos, and American Indians, who often reserve expression of very personal feelings for the intimacy of family Sue and Sue, An early request for such self-disclosure might be disconcerting for students from these ethnic backgrounds and stimulate a sense of alienation from the rest of the class or from the course itself. Without sensitivity to culture, we teachers may unknowingly contribute to the decline of motivation among our students.

Extrinsic and Intrinsic Motivation: Important Social Differences Although the cognitive revolution is more than thirty years old, most colleges are locked in midcentury with a deterministic, mechanistic, and behavioristic orientation toward student motivation. With few exceptions, postsecondary education is a system based on the assumption that human beings will strive to learn when they are externally rewarded for learning or punished for lack of it. Colleges successfully educate a disproportionately low number of low-income and ethnic minority students Wlodkowski and Ginsberg, Because the importance of grades and grade point averages increases as a student advances in college, it is legitimate to question whether extrinsic motivation systems are effective for significant numbers of students across cultures. The goal of the research was to determine how psychological knowledge synthesized from studies throughout the twentieth century could contribute directly to improvement in student achievement and the design of educational systems. Lambert and McCombs concluded that it is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These primary sources of motivation reside in all of us, across all cultures. When students can see that what they are learning is important, their motivation emerges. In learning, intrinsic motivation occurs when the activity and milieu of learning elicit motivation in the student. In extrinsic motivation systems, teachers are perceived to motivate students through the engineering of rewards and punishments. In intrinsic systems, teachers and students create opportunities, experiences, or environments that are likely to evoke motivation. This difference in the perceived source of motivation is extremely important for reasons of respect and social equity. The prevailing question in an extrinsic system of motivation is, How do I motivate them? This question might imply that less motivated students are somehow dependent, less capable of self-motivation, and in need of help from a more powerful other. At minimum, it suggests that motivation can somehow be imposed on others. This reciprocity between the teacher and the student helps us as teachers to realize the importance of cultural relevance in instruction. It also helps us to be aware that the responsibility for learner motivation lies not only within the student but also within the institution and within the structure of our courses.

The Motivational Framework for Culturally Responsive Teaching To promote equitable learning opportunities for all students, a holistic, culturally responsive pedagogy based on intrinsic motivation is needed. The Motivational Framework for Culturally Responsive Teaching Wlodkowski and Ginsberg, is respectful of different cultures and is capable of creating a common culture within a learning situation that all students can accept. It dynamically combines the essential motivational conditions that are intrinsically motivating for diverse students see Figure 1. Each of these major conditions is research-based across a number of disciplines Wlodkowski, The Motivational Framework for Culturally Responsive Teaching systemically represents four intersecting motivational conditions that teachers and students can create or enhance: Creating a learning atmosphere in which students and teachers feel respected and connected to one another Developing attitude: Creating a favorable disposition toward the learning experience through personal relevance and choice Enhancing meaning: Creating an understanding that students are effective in learning something they value Figure 1. Wlodkowski and Ginsberg, , p. Used by permission of Jossey-Bass Inc. The conventional psychological model of perceiving,

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thinking, and acting is a linear process that may occur far less often than previous theorists have imagined. Because the four motivational conditions work in concert and exert their influence on student learning in the moment as well as over time, the teacher is wise to plan how to establish and coordinate these conditions where possible. Motivational planning should be integrated with instructional planning Wlodkowski, This will help to avoid a serious pitfall common in teaching: With no motivational plan, especially with students who are culturally different from ourselves, we are more likely to place responsibility for this lack of responsiveness on the students. It is difficult for us to be openly self-critical. Defense mechanisms such as rationalization and projection act to protect our egos. Motivational planning helps us to keep our attention on the learning climate, on how we instruct, and on what we can do about that instruction when it is not as vital as we would like it to be. This diminishes our tendency to blame, which is a common reaction to problems that seem unsolvable. Applying the Motivational Framework for Culturally Responsive Teaching Let us take a look at the Motivational Framework for Culturally Responsive Teaching in terms of the teaching and learning process. Because most instructional plans have specific learning objectives, they tend to be linear and prescriptive: Although human motivation does not always follow an orderly path, we can plan ways to evoke it throughout a learning sequence. For projects, self-directed learning, and situational learning, as in the case of problem posing, we may not be so bound to a formal plan. The most basic way to begin is for the teacher to take the four motivational conditions from the framework and transpose them into questions to use as guidelines for selecting motivational strategies Wlodkowski, and related learning activities to include in the design of the instructional plan. For example, Establishing inclusion: How do we create or affirm a learning atmosphere in which we feel respected by and connected to one another? How do we create or affirm a favorable disposition toward learning through personal relevance and choice? How do we create or affirm an understanding that students have effectively learned something they value and perceive as authentic to their real world? In this example the teacher is conducting the first two-hour session of an introductory course in research. There are twenty students ranging in age from nineteen to fifty-five. Some hold full-time jobs. Most are first-generation college students. A few are students of color. The instructor knows from previous experience that many of these students view research as abstract, irrelevant, and oppressive learning. Her instructional objective is as follows: Students will devise an in-class investigation and develop their own positive perspectives toward active research. Using the motivational conditions and their related questions, the instructor creates the sequence of learning activities found in Table 1.

Chapter 3 : A Framework for Culturally Responsive Teaching - Educational Leadership

Raymond J. Wlodkowski is a former professor of educational psychology who specializes in motivation and adult learning. He is the author of Enhancing Adult Motivation to Learn, winner of the Phillip E. Frandson Award for Literature.

Chapter 4 : Wlodkowski Chapter 9 summary by Trina Kilty on Prezi

Wlodkowski, Raymond J. New Directions for Teaching and Learning, n78 p Sum Discussion of learning motivation and the influence of culture on it reviews recent literature, explores differences between intrinsic and extrinsic motivation, gives an overview of the motivational framework, and makes suggestions for planning lessons to.

Chapter 5 : Diversity and Motivation: Culturally Responsive Teaching by Raymond J. Wlodkowski

Learning is a naturally active and normally volitional process. This chapter is concerned with motivation to learn and how to encourage it effectively. What students bring to a learning situation is key.