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Great expectations : a study of how collaborative action research influences teacher philosophies and pedagogy for stimulating intrinsic motivation

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Great Expectations:
A Study of How Collaborative Action Research Influences
Teacher Philosophies and Pedagogy for Stimulating
Intrinsic Motivation

Jordana D. Henry

Action Thesis Project Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Education

College of Professional Studies
School of Education

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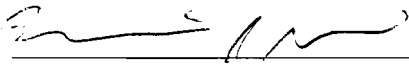
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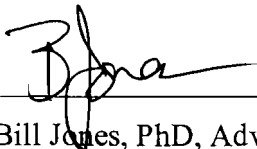
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I would like to start by showing reverence to God for making this dream a reality, for continuing to bless and protect me throughout my long educational journey, and for surrounding me with the most brilliant and kind-hearted people.

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Abstract

There are many influences that affect students' motivation to achieve academic success. Often, teachers struggle with how they will motivate their students. Many teachers rely on short-term tactics which achieve short term goals. This qualitative study stems from the quest to discover how to stimulate and increase student motivation and focuses on collaborative action research between a Language Arts teacher and a Masters in Education student. Through this thesis we explored how a teacher's pedagogy and thinking affected his students' motivation to learn.

Student motivation is complex due to various factors that drive students' behavior (Ames, 1990). This study focuses specifically on mastery and performance goal orientation which guide behavior (Durik & Harackiewicz, 2003) and how they relate to extrinsic and intrinsic motivation. Extrinsic systems can create a decline of focus on the actual process of learning and places more attention on products, such as, grades (Reeve, 1996); while intrinsic motivation, focuses primarily on performing a task because it is rewarding within itself not because of a reward to be earned as a consequence (Whang & Hancock, 1994).

This study was based on an eight-week collaborative case study. Data was collect through interviews with the teacher, classroom observations, and bi-weekly briefing and debriefings. The results of this studied indicated that this collaborative was an effective process for this teacher to reflect on his philosophies and how his students responded to his practices. Three major areas of impact were identified: Changes to how the teacher identified student motivation, changes to his curriculum development, and changes to how he grouped his students. The teacher's philosophies and expectations supported the use of intrinsic motivational techniques to learn and a mastery goal orientation. His practices and strategies correlated with his classroom goals and expectations of students and also supported long-term student motivation for academic success.

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Chapter 1: Problem Statement

Student motivation is an essential element of educational success. As motivation is a controversial topic, the questions, how and why students are motivated, are more frequently explored topics of educational research. There are many factors that affect student motivation; in this study the focus will be the role of the teacher. Teacher's goals and expectations for students often influence, to some degree their practice. The aim of this study was to use collaborative action research between an experienced classroom teacher and a graduate student and how this process impacted the teacher's philosophy and practices on stimulating intrinsic motivation.

Statement of Problem

In today's classroom teachers have been stretched thin. The role of the teacher has evolved and become more complex because of the increasing needs of the students, more legislation controls, and lack of support for teachers (Charney, 2002). Teachers take on multiple roles, such as facilitator, psychologist, counselor, and sometimes provide parental support for students. When discussing student motivation with teachers, I found that many of them believe that student motivation is important. However, they had not thought a lot about their impact on student motivation and didn't know much about theories regarding student motivation. Some discussed being under tremendous pressure brought on by the No Child Left Behind Act (NCLB), which uses assessment in the form of standardized tests to hold teachers accountable for whether or not the students are learning. They also discussed how NCLB and the California High School Exit Examination (CAHSEE) impacts the curriculum and has eliminated several of the arts and extracurricular programs that they believe impact students attitudes toward school and student motivation. Lack of motivation can be linked to poor grades, behavior and self-esteem problems, and ultimately, students dropping out of school altogether.

Many teachers are left wondering how they can impact student motivation. What strategies or techniques will help to motivate students? It is becoming increasingly apparent that many teachers have endorsed bribing students as a means of obtaining a desired behavior (Kohn, 1999). It is not uncommon to find teachers using pizza parties, ice cream socials, or other short-term tactics to motivate their students academically.

Some states in the U.S. have upped the ante and resorted to paying students to participate and perform in school (Medina, 2008). Critics, of this trend are concerned about the incongruous message that there needs to be a reward for learning, rather than education being a reward in itself (Ames, 1990, Hawkins & Pulliam, 2008, & McCaslin & Good, 1998). While this phenomenon is spreading throughout school districts in the United States, many schools, parents, and students still rely on teachers to motivate through their pedagogy.

Personal Experience

My definition of motivation encompasses taking initiative and being actively engaged in achieving goals that one finds relevant and purposeful. In my own experience working with youth as the advisor of an active civil rights organization, I discovered how difficult it was to motivate young people. Participation in this organization was supposedly voluntary; however, some students were coerced or forced to attend for various reasons. My primary job was to motivate students to learn about leadership and become active members of their community. I soon discovered that many of the youth lacked motivation to actively participate. Before they could take charge of their community, they would have to take charge of their own lives and the problems they faced with family, peer pressure, and in school. My chief objective became how to motivate the students to get involved with the issues in their community as an essential part of improving their lives.

The objective of the organization was to give students the power to improve their community. The group was to be led by the youth, where they made all the decisions. However, like school, the purpose and objectives of this organization were not designed to encompass participants who lack motivation, which made my task difficult. From this experience, I found there were many similarities to that of a K-12 teacher. Some questions I was faced with were: how can I motivate this group of kids to do the work of the organization, if they were not motivated to do their school work or take care of personal responsibilities? As I desire to become an effective educator some of my biggest concerns are how will I impact student motivation and will I be effective in my efforts to support and/or sustain student motivation? I used collaborative action research with an

experienced teacher in my field of study to learn more about how teacher's practices support intrinsic student motivation.

Statement of Purpose

This study was based on theories and previous studies about the importance of student motivation and its implications. The body of work suggests that it is our first priority to help teachers develop an understanding of why student motivation is a crucial aspect of student achievement (Ames, 1990). One of the most significant challenges that many teachers face today is how they can motivate or maintain student motivation. It is safe to assume that teacher's goals and expectations center on academic success in terms of cognitive achievement. Cognitive and constructivist theories support that students be active and engaged in the learning process (Charney, 2002). It is critical that teachers understand how their expectations, in terms of what they demand from students, influences their practice and affects their student's motivation.

My objective was to use collaborative action research to partner with an eighth grade middle school teacher who desires to examine his own goals and his expectations for his students to see if they support student motivation. This study provides insight on how collaborative action research impacts one teacher's view of student motivation. This research was vital for the purpose of ensuring that the most effective methods were used to support student motivation and the goals developed by the teacher. The data collected through this study is used to enhance student motivation and promote teacher reflection of expectations/goals and practices. The findings of this study are valuable for teachers who desire to learn more about their pedagogy through collaborative action research and was beneficial in increasing my knowledge of how students are motivated and how my pedagogy and expectations may effect student motivation.

Formal Statement of Research Questions

Through this study the following question will be explored:

- 1) How does collaborative action research influence a teacher's pedagogy and philosophy for stimulating student's motivation?

Through this chapter I have revealed the basis of this study, which centers on student motivation and my personal connection to this topic. I have also provided why a collaborative study of this nature was significant given the history/background and its implications. In the literature review, I define motivation as it pertains to academic achievement and discuss previous research on relevant theories related to motivation.

Chapter 2: Literature Review

While the focus of this research is on the concept of collaborative action as an approach, the topic of this research is motivation for the purpose of stimulating and increasing students' motivation to learn. The objective of teachers today is how to motivate students and engage them in the learning process. However, the strategies to achieve this common goal are dependent upon teacher's philosophies and their expectation of students', which may influence their classroom practices. This literature review will explore theories related to student motivation and the impact of teacher practices as they pertain to student motivation. The aim of this section is to explore previous studies to provide more information on the various types of motivation that are significant to this research and also to include strategies that are relevant in increasing intrinsic motivation.

Motivation.

In this study, motivation is defined as the internal processes that give behavior energy and direction; and additionally, how internal processes energize and direct behavior in a variety of ways, such as, starting, sustaining, intensifying, focusing, and stopping it (Reeve, 1996). This interpretation of motivation is important, because it highlights the complexity involved with motivating students, and identifies motivation as a process. Murphy & Alexander (2000) posit that motivation is a key element for academic and professional success. As motivating students is a major focus of this study, it is important to develop a better understanding of how to design goals that promote student motivation, and also to explore the complex topic of motivation as it pertains to teacher practices.

Achievement Goal Theory and Goal Structures.

The achievement goal theory centers on patterns of motivation (Reeve, 1996). The most prevalent types of goals identified and discussed by researchers are mastery and performance-goals. Mastery goals focus on students' desire to develop competence and increase knowledge and understanding by way of effortful learning, while performance goals focus on the desire to gain favorable judgments of one's competence (Murphy &

Alexander, 2000). Students working at the mastery level tend to work independently with the objective of increasing their own knowledge. Students working at the performance level typically compete with other students to impress and satisfy others. In this study, characteristics of student behavior will be crucial in assessing whether students are working at the mastery or performance level; and also in determining how students respond to the classroom environment and teacher practices. According to Durik & Harackiewicz (2003), goals help guide behavior. Purpose goals, constructed by teachers provide the reason for engagement, and must be concordant with students' interest. If not students may not perceive a given task as worthwhile (Durik & Harackiewicz, 2003).

Teacher Expectations of Students

According to Thorkildsen (2002) expectations have been defined as the demand characteristics in particular contexts that offer structure to the needs that students' value. In this study the teacher expectations of students were critical in the development of strategies to increase intrinsic motivation because when teacher and students expectations correlate students are more likely to engage in activities designed by the teacher (McCaslin & Good, 1998). In addition, many students consider whether or not they can accomplish goals of the teacher (Thorkildsen, 2002). Teachers are critical in building students' confidence and play a central role helping students coordinate their social and academic lives (McCaslin & Good, 1998). Brophy (1998) argues along with the correlation of expectations, coordination of classroom climate, curriculum, instruction, and assessment practices are beneficial in encouraging students to adopt mastery learning goals rather than performance or work avoidant goals.

Classroom Environment

One of the greatest challenges for teachers in the 21st century is to provide an environment and atmosphere that can stimulate a student's desire to learn (Theobald, 2006). Understanding motivation and theories surrounding motivation are central in creating a learning environment that engages students. Ames (1990) maintains that the goal for teachers should be to motivate students from within to foster independence and love for the learning process.

It is also imperative to examine how the learning environment can be affected by goal structures, as they are significant in understanding the relationship between goals developed by teachers and how they are applied in the classroom environment through teacher practice. Urdañ (1999) performed a study on interpreting messages about motivation in the classroom through the examination of goals structures and found that the absence of clear motivational philosophies led teachers to convey a variety of mixed sometimes-contradictory messages in the classroom. Evidence in this study supported the need for teachers to be clear and concise in making sure that their classroom environment including teacher practice and management strategies were cohesive with their proposed goals (Urdañ, 1999). Goal structures will be central throughout this study as they refer to the messages that teachers send through the design of the classroom environment and their use of management strategies.

Extrinsic and Intrinsic Motivation

When discussing student motivation, there has been much debate over how to effectively motivate students. Psychologists often categorize motivation as either extrinsic or intrinsic. Extrinsic motivation is defined as performing a task to get something outside of the activity itself (Whang & Hancock, 1994). The main objective of extrinsic motivation is to satisfy external contingencies (Reeve, 1996). In relation to goal theories, extrinsically motivated students would best identify with performance goals, because they perform tasks for the purpose of getting something in return. In contrast, intrinsic motivation is defined as a task performed because it is rewarding within itself not because of a reward to be earned as a consequence (Whang & Hancock, 1994). According to Raffini (1996) the desire to seek and conquer challenges is at the core of intrinsic motivation in the classroom. Meaning students feel the need to have a sense of control, competence, belonging, and involvement in their academics (Raffini, 1996). Intrinsically motivated students would best identify with students working at the mastery level, because they are interested in what they are learning and desire to increase their knowledge. Although extrinsic and intrinsic motivation both may produce desired results, the source that energizes and directs the behavior is what differentiates these two types of motivation.

Research supports the assumption that extrinsic motivation does produce results at a rapid rate; however, there is still much debate regarding the long-term benefits of using extrinsic motivators and whether or not using extrinsic rewards fosters and sustains interest among students (Ames, 1990, Kohn, 1999 & Rejholec, 2002). Other researchers argue that extrinsic rewards undermine the ability for students to become intrinsically motivated (Deci et. al, 2001, Cameron & Pierce, 2002, Kohn, 1999, Reeve, 1996). This is significant due to the growing popularity of extrinsic systems, which are used for the purpose of improving student engagement and increasing motivation. According to Kohn (1999), one reason why extrinsic motivation is problematic is because it doesn't support the ability for students to take risks. Further, students become overly preoccupied with their performance and competing with other students. This leaves the question, why is extrinsic motivation so popular and frequently used by teachers? One possible answer is that research supports the effectiveness of extrinsic systems, and the students' quick response to use of extrinsic motivators (Ames, 1990, Deci, et. al., 2001, Kohn, 1999, & Rejholec, 2002).

According to Cameron & Pierce (2002), rewards are said to be powerful influences on human performance and interest, and while they disagree with the idea that rewards should not be used at all, they do admit that reward procedures if used incorrectly may result in negative effects. Their main argument parallels the chief concerns of teachers who use extrinsic rewards; which is how do teachers cultivate motivation among students who lack initial interest because many academic skills and performances hold no interest, and other routines may be dull and boring to students.

The assumption is that if we can interest students in the curricula without using extrinsic rewards, this will promote effective learning. Cameron & Pierce (2002) posit that intrinsic motivation is not absent of external factors. They contend, when the reason for performing an activity is the result of past consequences, due to anticipated future benefits, which are not obvious, or unknown, the behavior is then deemed a source of intrinsic motivation. However, behavior due to distant, hidden, or obscure external causes is still a source of extrinsic motivation. Because of its complexity, intrinsic motivation is viewed as complicated and multifaceted.

It is the common perception that extrinsic motivation and intrinsic motivation function dependently, and that extrinsic motivation can undermine intrinsic motivation (Kohn, 1999, Cameron & Pierce, 2002). While many researchers do not agree with the assumption that extrinsic motivation negatively effects intrinsic motivation, all agree that intrinsic motivation is an extremely complex concept (Kohn, 1999, Cameron & Pierce, 2002, Deci et. al., 2001, & Reeve, 1996). While the two approaches differ, extrinsic motivation is more popularly applied in today's classrooms (Kohn, 1996 & Charney, 2002). Reeve (1996) emphasizes students' acceptance of the use of more extrinsic motivators, reflects a decline of focus on the actual process of learning and places more attention on products, such as, grades, evaluations, jobs, scholarships, or approval. The difference between motivation to learn and extrinsic motivation is closely related to the difference between learning and performance (Brophy, 1998). He posits that learning refers to advances in mastery goal orientation and that performance refers to demonstration or knowledge of a skill after it has been acquired. The teacher in this study rejects the use of many extrinsic systems. He desire to utilize strategies that promote intrinsic motivation because they coincide with his objectives to promote long-term student engagement in the learning process.

Intrinsic Strategies to Increase Student Motivation

The more students feel successful when performing an activity, the more intrinsically motivated they will be to continue in that activity (Raffini, 1996). Strategies that are said to increase intrinsic motivation consist of the following (Brophy, 1998, Raffini, 1996, & Theobald, 2006):

- Self-regulatory environment, where students take ownership of their learning through by working cooperatively in groups independent of the teacher
- Promoting Autonomy, by providing opportunities for active learning, allowing all students to make choices, for example, allowing them to select topics for composition assignments, projects, and alternative methods to satisfy learning objectives
- Building classroom community, where all students feel included and have significant relationships with their classmates

- Fostering a strong teacher-student relationship, where the teacher interacts with students individually and also is aware of relevant information pertaining to students' background
- Developing curriculum which utilizes students prior knowledge
- Developing curriculum that relates content objectives with student experiences

Summary

This chapter highlights pertinent theories and related studies on motivation and teacher practices to make connections and further recognize how teacher's goal and their expectations for students may support or undermine student motivation. In the following chapter, the methods of the study detail the collaborative process and how it was a significant approach utilized to improve the teacher's understanding of his role in motivating his students' to learn.

Chapter 3: Method

In general, teachers agree with the goal of motivating for achievement and excellence; however, teacher practices ultimately influence student motivation to learn and perform in the classroom (Martin, 1997). This case study investigation focuses on how a collaborative action research project on student motivation between a Language Arts teacher and Master in Education student and influenced his pedagogy and philosophy in order to improve his teaching practices.

Setting

This study was conducted at a charter school located in central California. The school is located in a rural area. The student population consisted of about 360 students. The population is ethnically diverse; as, forty-two percent of the students are white, about twelve percent are Asian and Hispanic and five percent are African American. Two percent of the students at this school are English language learners. Low-income students make up sixteen percent of the student population. The classroom used in this study is representative of the overall school demographics. This school is year round and serves K-8th grade.

Participants

The participants in this study included a class of eighth grade Language Arts students, one, eighth grade multi-subject teacher, and me as an action researcher. The classroom that took part in this study consisted of about twenty-five students. The students are culturally diverse which is consistent with the school demographics. The teacher participating in this study is a middle aged, white male, with 11 years of teaching experience. One reason this site was selected for conducting research was because of the class being academically heterogeneous. The eighth grade teacher, who is also one of my peers, agreed to participate and have his practices evaluated. His main objective was to use this collaborative study to reflect on his expectations/goals to see if they satisfy his objective to motivate his students, as well as discovering how his philosophies and

practices affected his students' motivation to learn and perform for the purpose of increasing intrinsic motivation.

I am a graduate college student working on my Masters in Education. I have had general training in qualitative research, which proved to be beneficial throughout this study. I have had the opportunity to participate in two group collaborative action qualitative studies, which used classroom observations and teacher interviews as the main source of data collection.

Data Collection

In this study data was collected in the form of teacher interviews with the same teacher, classroom observations, and bi-weekly meetings (see attached Interview I & II Questions and Observation Format in Appendix A & B). Throughout this study the teacher engaged in several interviews. First, I conducted an initial teacher interview to discover the teacher's educational philosophy, his goals, and expectations for students. The first interview was crucial because the teacher provided a description of student motivation in terms of observable behaviors. During this interview I asked questions about how to interpret certain behaviors displayed by students and how the teacher determines student motivation and effectiveness of the lesson. A follow up interview was conducted which allowed the teacher to elaborate on responses from the initial interview.

A pre-lesson plan observation interview was conducted to obtain information on curriculum development. The main focus of the interview was to learn the lesson objectives and how the teacher would incorporate intrinsic strategies to motivate students. Lesson observations were used to examine the students' reception of the lesson and to conclude its affect on student motivation by noting the positive or negative attitudes identified through the students' behavior. I also noted the students' response to feedback provided by the teacher.

Second, I simultaneously engaged in eight weeks of classroom observation. Observations were an essential element used in this study because the teacher alone could not have observed the students while working with the class. It was an effective way to acquire outside perspective data, which lacked teacher bias and also was crucial in providing evidence to support the teacher's assumptions. Weekly observations focused on the students' behavior in response to teacher practice. I also had the teacher identify a

few students who he felt were highly motivated and also students who appeared to lack motivation in order to discover any significant patterns in their behavior. Those students who were identified for displaying lack of motivation were observed to determine if their behaviors were typical behaviors associated with lack of motivation as identified by the teacher. Those students who were selected for being highly motivated were observed to verify the source of their motivation. These students' behavior was observed closely for engagement, in terms of participation and displaying on task behavior, such as paying attention and asking questions etc. For example, disruptive behavior was classified under lack of engagement, therefore lack of student motivation.

My notes were recorded on my laptop using Microsoft Notebook. The technique that was used to observe students involved keeping time. For example, the students' names were at the top of my data collection sheet in columns and the time was on the left side of the sheet. Every five minutes I would note the time and behavior of each student. This made it easier to keep track of the behaviors of multiple students and also those students who did not actively participate in the task assigned that day.

Information obtained was shared with the teacher throughout the study through bi-weekly meetings. The briefing and debriefing process that took place between the teacher and myself and was used to develop new techniques to stimulate intrinsic motivation. Meetings were also for the purpose of discussing the advantages, as well as the disadvantages of strategies implemented and also in analyzing the effectiveness of techniques used to encourage and increase motivation.

A follow-up interview with the teacher took place at the end of the study to discuss data collected and analyzed from the previous interviews, observations, and bi-weekly meetings (see Interview III Questions in Appendix C). This process allowed the teacher to express how he plans to use the information provided through this study and to consider how this study might impact future practices.

Data Analysis

The interviews and observations were coded separately for theme categories, and then together for common and emerging themes, as well as any patterns identified according to time of interview and observation. For example, the initial interview which included teacher's philosophies on education and expectations of his students was

compared with weekly observations, coded for related themes, and was then compared with the information provided through bi-weekly meetings.

Bi-weekly meetings provided the teacher and the researcher with the opportunity to review observation notes, to discuss relevant information of students' educational background and to discuss theories of what worked well and areas for improvement in the classroom. These conversations aided in the analysis of research notes helped in shaping the direction of this study.

Information gathered from the final interview was transcribed and coded for the purpose of supporting themes related with previous interviews and observations; and was critical to the findings of this research. However, information collected from the final interview was not disclosed to the teacher until the study concluded.

Data collected from interviews and notes from bi-weekly meetings were transcribed, coded, and compared with the themes identified from the initial interview and observations. These findings were used to better understand how this collaborative action research impacted the teacher's philosophies and practices. The findings also provided evidence of how this process influenced and guided the course of action taken by the teacher in this research project.

Chapter 4: Results

The objective of this study was to investigate how collaborative action between a middle school Language Arts teacher and a Masters in Education student impacted the teacher's pedagogy and philosophy on his student's motivation for academic success. This research focused on one teacher's practices over an eight-week period. Based on an analysis of the findings of this study, three major areas of impact were identified: Changes to how he identifies and classifies student motivation, changes to his pedagogy, and changes to his student grouping planning. He now has a better understanding of the importance of the following concepts:

- Examining behavior combined with his student's educational background to determine motivation and to classify the source of his student's motivation to perform
- Consciously considering the likely effect of his instructional strategies and pedagogy on his students ability to be intrinsically motivated
- Designing student work groups for stimulating and enhancing intrinsic motivation

Evidence to support these findings is provided in detail throughout this chapter. In this section I have chronicled the process of this how collaborative action research project influenced this teacher's pedagogy and thinking. I start with his thoughts on motivation and present a description of his classroom environment and how his class functions. The teacher's beliefs and a sketch of the classroom were significant in understanding the teacher's practices and played a role in the direction of this study. Then I discuss how his practices and beliefs evolve in each of the three areas based on collaborative work.

Mr. B's Thoughts on Motivation

This research began as the result of a conversation with Mr. B* where I discussed my desire to explore how teachers motivate students to learn. Mr. B expressed interest in the topic and agreed to participate in this collaborative action research project. The

* The name of the teacher in this study has been changed and a pseudonym is used to protect the privacy of the teacher participating in this research.

objective was to focus on how collaboration would affect his pedagogy with the primary goal being to learn more about how he impacted his student's motivation. To achieve this goal, the process entailed conducting interviews with Mr. B., classroom observations, and bi-weekly briefings and debriefings. The process started with an interview for the purpose of learning about Mr. B's background, educational philosophies, and his knowledge on the subject of motivation.

In the first week of the project I interviewed Mr. B and learned that he has taught for 11 years and has experience in teaching a variety of subjects at schools internationally. During the period of this project he was teaching Language Arts, Math, and Social Science at a small charter school. For the purpose of this study, we decided to observe his teaching with his eighth grade Language Arts class because the class was academically heterogeneous.

The major problem he sees in education is also the issue that he is currently combating in his classroom — competition between students. His goal is to “figure out how to help the students work well with one another and support one another.” Mr. B's primary focus is to create an effective classroom community. When asked what he expects from his students he replied, “My expectations and goals for my students are that they are learning and that they are interested in learning,” and his overall outcome is for students to “learn how they learn.” Mr. B's main expectation for his students is that they are intrinsically motivated. He wants them to understand the learning process so that they can learn what they want to learn rather than transferring the knowledge that he has acquired. He uses content as a means of teaching the concept of learning.

He also provided his interpretation of student motivation in regards to academic achievement. According to the Mr. B,

A student appears to be motivated if they are engaged in class and any activity that's presented to them. They're asking questions, working with classmates, and when they make presentations, their presentations are detailed. They're concerned about their performance and how much they're learning. They want to understand and they're dissatisfied when they don't understand the concept... They want to learn.

In his description he also adds that students that are motivated don't get frustrated easily and that:

They have the confidence that "I am going to learn this eventually even though its not right now, or today or this week".... They trust in themselves, their classmates, their teachers, the school, and the educational system in general, that eventually they are going to learn that concept.

His statements confirmed his goal for his students to be intrinsically motivated. He posits that students that are motivated are confident. They have the curiosity and desire to learn more and more emphasis is placed on comprehension. He includes that they also have faith in the system that reassures them that sooner or later they will overcome learning obstacles. He also discussed short-term practices and philosophies used by teachers, saying:

Some teachers I think focus on what the student is interested in and they try to find something that interest the student, but I always find that to be a short-term and superficial solution, because it doesn't attack or address the students internal lack of motivation in general and why they're not motivated.

His beliefs highlight his expectations for his students working toward mastery goals and supports performance goals in concordance with long-term academic success. He refers to the short-term tactics that are frequently used by teachers to interest and engage students, and argues that problems of motivation stem from internal issues, rather than lack of interest in a subject. He also discusses other external factors that impact students' motivation such as parents.

Certainly a lot of parents are interested in their students having good grades and a lot of students want to have good grades. I don't personally believe in that measure. I think its about the learning, and the learning about oneself, and the learning about learning; so, that's where I think I try to spend my time, but at the same time I do understand and support students who are interested in their grades and part of why they are working hard on an assignment or learning something is they want a good grade.

Mr. B respects that grades influence students to perform because they can impact the students' future; however, he feels that there are more benefits to intrinsic motivation, because it fosters long-term educational benefits. He maintains that some of the concepts he uses to stimulate motivation are for the purpose of long-term success.

Mr. B considers a majority of his students to be highly motivated. "Here at this school the students, I think, are generally motivated.... The students for the most part are expected to achieve at a high level." When discussing students that lack motivation, his thoughts were that "They're here just because they have to be here, their parents make them... the law makes them." He attributed students' lack of motivation to learn with negative experiences in their previous educational background and a pattern of disinterest in school. When speculating on reasons behind lack of motivation he stated: "I think students are not motivated because they're not getting the feedback they want from it... maybe they have had an experience where they have shown motivation and interest in a class and then they've been made fun of or it has not received true social action... from classmates or maybe their families."

Mr. B acknowledged student motivation is essential to academic success. His expectation was that through this study he would increase his understanding of theories and practices on teacher instruction, as it pertains to motivating students to engage in the learning process, which was made apparent in this response:

That is a tough one, the idea of motivation at least for me...I see students that are motivated and others that are not motivated. Sometimes I think I know why they're motivated, sometimes I don't know why they're motivated or why they are not motivated... This is a very interesting study for me to participate in because I haven't necessarily thought about this too much or thought that it was, not that it wasn't that important, but that is wasn't something that I was going to be able to find out.

Classroom Environment

The classroom environment was very organized. The walls were covered with student artwork and projects, a couple of world maps, and bulletins. There were 5 tables; students sat five per table. Mr. B's desk was located in the front of the classroom. The class was small, consisting of about 25 students at a time. It is important to include that

these students were only observed during Language Arts, and according to Mr. B the students' motivation varies depending on the class and subject matter. Many of my observations were conducted at Mr. B's desk, which was in a good location to observe and hear students across the room; however, throughout this research I often rotated my seat to empty tables.

Throughout the eight weeks of classroom observation the students appeared to be comfortable in the learning environment and with Mr. B. The teacher-student relationship was an important aspect of stimulating students. He was observed frequently using humor, which entailed a certain level of trust between teacher and students. For example, one student wore his hat in class. This act violated one of the school rules, which prohibited wearing hats in class. Mr. B reminded the student of the rule and then told him what a nice hat it was and preceded to ask the student where he purchased the hat. The whole class laughed including the student, while Mr. B kept a straight face to show he was serious about his inquiry. There were several moments throughout this study where Mr. B used humor to create a friendly learning space for students. Behavior issues were not often observed; however, when problems did arise Mr. B handled them individually pending on the severity and sometimes used whole class involvement to discuss the behavior. It is also important to include that there was no formal punishment or reward systems used to control behavior.

The students were expected to be self-regulated; therefore, they were required to take ownership over their own learning by working in groups, independent of Mr. B for a majority of the period. The class often began with brief instructions from Mr. B on the assignment, which would include student participation. While students were working, Mr. B would visit with each group individually to make sure that they were on task and to answer any questions. During the end of the period the students would come together for a whole class discussion before breaking for lunch.

Collaboration on Student Behavior to Determine Motivation

After the initial interview, I conducted several classroom observations. The purpose of the first week of observations was to examine student behaviors to determine if I could recognize which students appeared to be motivated and which one's appeared to lack motivation to engage and complete class assignments. The class meets twice a

week for an hour; therefore, two observations were performed in the first week. In the first two weeks, we focused on the design of classroom environment and students' response to the instructional activities.

The class was self-regulated and students were often required to rely on group members' participation to complete tasks. During the first set of observations the students were working on a group assignment with five to six students per group. The task was for groups to create and present an outline on a writing topic. After the initial classroom observations, I met with Mr. B to discuss my findings. I shared what I witnessed, as far as what I heard and the students behavior during the activity. We discussed student behaviors noted, and which students appeared to be motivated, and which students lacked motivation.

Some students were on task and discussing items that would be included in their outline. I also saw that the groups that were on task were communicating effectively with group members by asking relevant questions as to why items should or shouldn't be included. One group that was considered on task completed the assignment and selected a group member to write their outline on the board. The outlined was detailed and the group member selected was organized in his presentation of the information and responded well to questions posed by the teacher.

Students that were identified as lacking motivation were observed engaging in off-task discussions about topics unrelated to the assignment or school. I noticed one boy wandering around the classroom and several students not participating in the group activity. There were a few groups that did not complete the assignment and were not ready to present.

Mr. B was intrigued by the accuracy of my observation notes and affirmed some of my interpretations. He provided background information on some of the students included in my notes. He explained to me that the student that was wandering around the classroom, engaging in off topic conversations, and appeared to have trouble staying seated has a condition that affects his behavior and ability to stay focused necessitating access movement. In a class where social activity is encouraged student behavior will vary and not be significant in determining whether or not students are motivated.

In order to study how teacher practices and activities impact motivation, we decided to have the teacher select a couple of students for observation that met his criteria of a motivated and un-motivated student, rather than performing whole class observations. Having both my observations and the teacher identify students using his prior knowledge was central in avoiding assumptions and generalizations.

In our first bi-weekly meeting the teacher selected students who he felt were motivated and those he felt were un-motivated to be observed throughout the duration of this study. In my initial observation, I identified students whom I felt were motivated, and displayed lack of motivation; however, none of these students were selected by the teacher for this research. He chose three students who he felt were motivated and two students that he felt lacked motivation on the basis of his perception and understanding of students' motivation to learn and prior history of the students' performance. For example, students who were motivated were chosen because they were prepared, highly engaged in class activities, frequently volunteered input during class discussions, and they followed the norms of school. The students which were identified for lacking motivation, were chosen because they were often unprepared, did not care about grades, did not complete assignments or participate unless called on, tuned out easily and did not appear to be concerned with doing well in school in general.

The students that were identified as motivated were observed in order to ascertain the source of their motivation. The students that were chosen for lacking motivation were studied for the purpose of understanding more about why they lack motivation in order to develop effective strategies to increase their motivation. We looked specifically at how these students responded to Mr. B's pedagogy and practices for the entire period of this study.

We noticed that those who were characterized as being motivated each responded differently to the teacher's activities and assignments. The student's that Mr. B identified as motivated often displayed behavior that Mr. B associated with students that lack motivation. For example, one student that Mr. B selected for being motivated would often doodle when disengaged from the activity, and another student, which was also classified, as being motivated would frequently engage in off-topic discussions. On the other hand, a student, who was selected for lacking motivation, displayed characteristics

of being intrinsically motivated. This student would only engage and participate when interested in the subject. For example, when the student was interested in his essay topic, he participated more frequently in the whole class discussions and with more intensity as he volunteered tips for essay writing to his classmates.

While behavior is a significant factor in studying motivation, these observations illustrate the limitations of using simple behavior as the primary and exclusive measure to predict student's motivation to learn Language Arts. Collaboration with the Mr. B provided more detailed information on his students. Collaboration was also critical in providing observations, from an outsider perspective. In this study the teacher was working with groups individually and was not able to perform detailed observations of the class. The combination of my observations of his student's behavior and his prior knowledge of student's educational backgrounds provided more considerable evidence to support whether students were motivated or lacked motivation, than using the teacher's data on students alone.

Collaboration on Curriculum Development to Stimulate Motivation

Another major finding in this study was how Mr. B's instruction affected students' motivation for those who appeared to be unmotivated. To gain a better understanding of how Mr. B's practices and techniques impacted his students' motivation to achieve academically, it was important to learn how his philosophies translate to practice. Collaboration was carried out through a lesson plan interview, observations and bi-weekly meetings for the purpose of learning more about how he develops curriculum to increase student motivation, as well as how his interaction energizes students.

The lesson that we discussed was part of a three-week curriculum unit developed by Mr. B. This unit focused on comparative analysis writing. Students compared two works of literature that they read previously. Then they chose a common theme from both books that resonated with them and drafted an outline on their topic. The end product would be in the form of a comparative analysis essay written in the students' writing journals.

“At this point that they'll be motivated by the fact... they have the knowledge, so they'll have this confidence.... Confidence, that they kind of know that they have all the technical stuff...they know they can do at least the minimum requirement

but that they're going to go for the maximum.... Writing is going to become a powerful tool for them and that this assignment will be an experience.”

This unit was delivered toward the end of the school year. Mr. B felt that students had sufficient knowledge of how to write an essay and hoped that because they had been familiarized with technical aspects of essay writing they would have established a certain level of confidence in their writing abilities. He also thought by allowing students some choice on their essay topic, students would feel a sense of ownership of their essay and this would be reflected in their engagement in the writing activities and samples, as well as in the final essay.

We were able to make connections between his philosophies and methods that he considered effective for motivating students. The connection was made through research notes on his students' response to prior activities, which were obtained through observations and discussions in bi-weekly meetings. This data was central in the development of techniques to be infused in the comparative analysis essay unit. In previous meetings we discussed the self-regulatory environment as a possible factor, which hindered motivation for those student's who were un-motivated. Students who were more active in the group activities overshadowed students who were identified as lacking motivation. Student who lack motivation were often able to go whole class periods without participating in the in-class assignments. They were observed not discussing topics with group members and not working during time designated in class for writing in their journals. Through collaboration we discovered the need for independent work, as well as whole class and independent interaction with Mr. B. We discussed the incorporation of the following strategies associated with nurturing intrinsic motivation in the comparative analysis essay unit (Theobald, 2006):

- Recognizing students individually through teacher one on one support
- Writing in essays journal to relieve pressure associated with formal writing
- Building student confidence using interest inventories to allow students to capitalize on prior knowledge
- Having students take more ownership over their learning by allowing them more freedom in choosing writing topics

- Allowing students the opportunity to re-submit their work

Mr. B developed a unit that infused many of these techniques, and also supported his expectation for students to “learn how they learn” and his goal of building classroom community. This unit provided more group and independent work, teacher interaction, and whole class discussion. In developing this unit Mr. B targeted students who lack motivation and often go unnoticed. Through observations lack of participation was now apparent and students who were masked by other students now stood out. In the construction of this lesson the primary focus was to build confidence. Now the focus included encouraging participation by including techniques, which would support the needs of these students who lack motivation; for example, providing more individual teacher support.

One strategy Mr. B used was having the whole class present their outline and their connection to the theme. Students who had been selected for lacking motivation appeared to be engaged in the assignment. Students were asked to create an outline and share their theme with the class. When called on, one student selected for lacking motivation gave a detailed response on his writing topic. The other student selected for lacking motivation volunteered by raising his hand to present his theme and also to clarify aspects of essay writing. The students who had been identified as lacking motivation appeared to respond positively to questions asked by the teacher during whole class discussions.

Another strategy was to have the students do independent writing in class, while he walked around and met with students individually. Students’ appeared to respond well to their individual time with Mr. B. Evidence to support this was that those students who were identified for lacking motivation, and were previously observed for non-activity, would go whole class periods without writing during independent writing time. Directly after meeting with Mr. B individually, these students were observed writing more frequently. He also had the students’ pass their notebooks around the table for everyone to read each other’s introduction paragraph. We found that the students who had been identified as lacking motivation responded more to activities that involved interaction with the Mr. B. We concluded that Mr. B’s direct support and feedback was critical in motivating these particular students. He acknowledged that this process was effective in

increasing his awareness of the need for more teacher support in a self-regulated environment.

Collaboration was significant because Mr. B was able to examine how the implementation of writing techniques would increase intrinsic motivation. Evidence supports that these strategies used by Mr. B, such as individual interaction with the teacher, ownership over projects, and building confidence through reinforcing familiar writing techniques stimulates students and promotes long-term benefits for students who lack motivation; and go unnoticed in a self-regulated environment.

Student Grouping to Increase Student Motivation

Student collaboration was a crucial strategy used to increase motivation for those students who were identified for lack of motivation. Classroom observations were central in revealing how students who lack motivation spent their time in class. Throughout this investigation, students who were identified for lacking motivation did not often display significant changes in observable behavior, due to lack of engagement, and lack of participation in the activities during the class period. As mentioned earlier, we had decided after our first bi-weekly meeting, more attention would be placed on engaging the two students identified by Mr. B as lacking motivation.

These observations were discussed in bi-weekly meetings, as well as techniques that would motivate those students. In these meetings we discussed how he would increase belonging and relatedness through cooperative learning, task structure, and also grouping structure. Mr. B felt one way to stimulate those particular students was to make them feel more included in the activities and in the class. This idea promotes his goal of creating a learning environment where students work together effectively. He maintained his belief that short-term tactics have limitations and students developing significant relationships through group work and classroom community were important factors in improving students' motivation.

I just really believe that the number one thing is the student feeling like they are part of the group, part of the class. I feel in some way that if student are interested in the topic, they might be motivated, but I always see that as a short-term thing...but I don't agree with those philosophies so I don't use it.

Mr. B. opposes using students' interest as a main approach to stimulate motivation. For example, if he is trying to teach Language Arts to a student interested in basketball, the incorporation of basketball to get the student engaged does not tackle the core issue of why the student lacks motivation for learning Language Arts. He maintains that short-term strategies do not impact the underlying factors of why students lack motivation for a particular subject.

In our second bi-weekly meeting Mr. B discussed how rearranging groups might energize those students, who lacked motivation. Using a seating chart, he discussed various students and personality traits that we found relevant to their display of motivation. He believed altering seats would increase student motivation. In our meeting we talked about seating the students who lacked motivation with mastery-goal oriented students with the hope that the intrinsically motivated students would influence the students who lack motivation.

Creating a learning environment, which promoted community, was crucial, as Mr. B's main objective was to encourage students to rely on each other heavily to create new ideas and solve problems. "It's in each student's best interest if everyone in the class is happy, everyone in the class is learning, and everyone in the class is safe." In bi-weekly meetings we discussed grouping for students which lacked motivation, based on where they might feel safe with the objective of maximizing the students potential. This objective correlated with his goal for students to engage in cooperative learning. Our collaboration was essential in discovering whether or not student grouping was effective. Mr. B relied on my observations, as well as student's work to closely examine students' response to grouping. My observations were central because the teacher was concerned with how the students interacted with other students in their groups, and through collaboration we were able to monitor the outcome of the new arrangements. As mentioned earlier, Mr. B was unable to perform his own observations because he was interacting with the students individually and with the groups.

Before the seat change one of the two students' identified as lacking motivation would not participate in the group activities and his behavior remained consistent throughout the new seating arrangement and for most of the study. His quiet demeanor helped him in being overlooked in this class where students were expected to be self-

regulated. He would avoid writing during composition assignments where students would be given the opportunity to use the entire class period to write. Mr. B believed that when students lacking motivation develop significant relationships over time with mastery-goal oriented rather than performance oriented students, student motivation among those lacking will increase.

In our third bi-weekly meeting we concluded that there was no significant change in the behavior or performance of those students who were identified as lacking motivation. We also recognized that developing meaningful relationships requires a significant amount of time. As revealed above, we found simple behavior alone was not sufficient in predicting whether students were motivated so Mr. B decided not to abandon the technique, but tried another seating arrangement to provoke an immediate student response and encourage participation. The reason for this change was to place those students who lacked motivation with intrinsically motivated students that he felt would inspire them to engage in the group activities.

While this study had a time limitation, we noticed that students who lacked motivation began to develop relationships with particular students in their new groups. As a result of the new seating arrangement I observed increased student participation. The students would engage in more on-topic discussions. For example, Mr. B had students discuss in groups the theme that they selected. I observed a student who was identified for lacking motivation conversing with another student on his topic. In past observations this student rarely spoke to other students in his group. This particular student also wrote more during independent writing and his responses to teacher probed questions were more detailed.

The other student identified for lacking motivation displayed inconsistent behavior throughout this study and the teacher attributed this as typical. While this student's behavior was originally categorized for lacking motivation, he displayed behavior associated with being intrinsically motivated as defined by research in the literature review section of this study. He only engaged and participated when he was interested in the subject, which subsequently was not often. For instance when seated by students that were mastery goal oriented he participated more in the conversations, but remained consistent in the quality of work he produced. However, he appeared to be distracted

when working in groups with students that were performance goal oriented. For example, when sitting with a group of students that finished writing assignments rapidly and engaged in socializing, he would frequently stop working; however, this did not affect his overall performance according to Mr. B. Based on this student's prior patterns of disinterest; we concluded that Mr. B would have to explore other long-term techniques to stimulate this student.

Summary

In utilizing the collaborative process we found using behavior and prior knowledge was significant in identifying motivation. We also better understand the importance of incorporating strategies to increase intrinsic motivation in instruction and ways of evaluating those strategies for effectiveness. We found one method for increasing intrinsic motivation, appropriate student grouping, to be worth further exploration because it also correlated with Mr. B's goal of building classroom community.

Through collaborative action research we were able to use shared observations of students' behavior to learn more about motivation and to develop techniques, which support Mr. B's goals and expectations of students. We were also able to focus on how Mr. B's goals, as well as his expectations for students translate to practice through curriculum development. We learned that his strategies for promoting student motivation to learn and perform were consistent with his long-term objectives for student learning. In this study the collaborative process was critical in examining how students respond to activities designed and techniques used by the teacher to increase their motivation. When asked how collaborative research impacted the teacher's views, knowing what we know now he said:

Having been made aware of my biases towards paying more attention to students that stand out, either positively or negatively, I will now make extra effort in the direction of reminding myself to pay more attention to those students that naturally "hide" in class.

Mr. B felt that this experience allowed him to focus exclusively on motivation and made him more aware of how he impacts his students' motivation to learn. This chapter presented how collaboration between a teacher and a master's student influenced

teacher's philosophies and practices regarding student's motivation to achieve and perform. In the final chapter of this study the findings will be used to discuss the generalizations and implications of this study.

Chapter 5: Discussion

The purpose of this research was to investigate the influence of using the collaborative process in order to discover how a teacher's philosophies and practices impact student's motivation to achieve academically. There are many factors that affect student motivation and many teachers are left wondering how they can inspire their students so that they are intrinsically motivated. Research supports that the benefits of being intrinsically motivated are far greater than that of being extrinsically motivated for life long learning (Ames, 1990, Brophy, 1998, Charney, 2002, Kohn, 1999, & Raffini, 1996). While other external factors are significant as to why students are motivated, research recognizes the role of the teacher as being critical and a necessary element for stimulating and sustaining intrinsic motivation (Ames, 1990).

Mr. B's goal was to learn more about how he could positively impact his student's motivation to learn through incorporation of strategies that promote intrinsic motivation. Interviews with the teacher were significant in obtaining Mr. B's thoughts on motivation and his practices prior to this study. In this study we were able to use information from interviews with Mr. B., classroom observations and bi-weekly meetings to develop strategies. Through our collaborative we were also able to assess those strategies implemented for effectiveness.

Discussion of Findings and Implications

The major findings of this study were that Mr. B now understands the complexity of identifying motivation primarily through observable behavior. He recognizes the importance of using observations coupled with prior knowledge of students' educational background to determine which students are motivated and to analyze the source of students' motivation. This research has also impacted his curriculum development in that he now incorporates strategies that are consistent with his long-term goals for intrinsically motivating students through his lessons. One strategy that the teacher implemented was re-arranging the student group assignments to best support those students who were identified as lacking motivation and were able to overshadowed in their groups.

Lack of motivation is commonly associated with various behaviors that are viewed as negative and disruptive. However, through this collaborative we were able to examine the behavior of students who were categorized as being motivated and found that many of their behaviors were similar to those students which were identified for lacking motivation. This was also true of the students, who were identified as lacking motivation; they displayed many characteristics associated with students who are intrinsically motivated. For example, students who were identified for being motivated frequently engaged in off topic conversations and students who were selected for lack of motivation-increased participation when they were interested in the subject.

As essential as careful observations are, they are usually insufficient for determining motivation (Stipek, 2002). They need to be supplemented with other methods. Through collaboration we found also that observations were significant; however, they were controversial, as they could not be used as the prime indicator of whether or not students were motivated. Through bi-weekly meetings, student behaviors coupled with teacher prior knowledge gave a more accurate analysis of how to classify students' motivation. Further collaborative action research would be constructive in examining characteristics of students' behavior coupled with prior knowledge of student educational background to dispel generalizations and stereotypical behaviors associated with student motivation.

Mr. B also applied strategies to increase intrinsic motivation in his curriculum unit. He incorporated techniques such as increased teacher interaction with students individually, essay writing in journals, building confidence through interest inventories, and allowing students more freedom in the topic selection for their writing assignment. Throughout this study Mr. B maintained his belief that short-term tactics were ineffective, and only considered methods that supported his expectation for students to be intrinsically motivated. Mr. B classified a majority of his students as being intrinsically motivated, in that they are interested in the topics and projects and usually perform over and beyond what is expected in deliverables and presentations. Further research could be done to examine how teachers can adapt their methods, which work for the majority of students, to include those students that don't respond positively to techniques created to induce student motivation.

Mr. B's goal was to build classroom community, where students work well with one another and also feel safe. He felt that if student groups were arranged in a way that maximized the individual talents of the students, then group members would develop significant relationships with each other. If children can become securely attached, they are more likely to engage in prosocial behavior and comfortable levels of task involvement (Thorkildsen, 2002). Mr. B's class often engaged in group work independent of the teacher and was allowed more freedom than that of a traditional classroom; it would be interesting to learn how the students in the class impact their classmates' motivation to learn.

The academic setting can influence student motivation, and because Mr. B had authority over how the class functions the research examined his influence on his students' motivation to learn Language Arts. Throughout this study the focus was primarily on how he impacted student motivation. According to Thorkildsen (2002) students strive to maintain a sense of equilibrium; they coordinate personal needs with what others expect of them. She argues that when students fracture their experience, they may be simultaneously responding to contradictory expectations, unaware of some expectations, or unable to accurately identify which features of their experience others are likely to value. It is important for teachers to be clear and concise in what they expect of their students and they should also take into consideration the students' needs and expectations. Further research would be considerable in learning how teachers discover the needs of their students, and how they satisfy those needs through pedagogy and practice.

Limitations

Mr. B elected to focus on long-term strategies that endorse intrinsic motivation. The duration of this study was not adequate for providing sufficient evidence to support the effectiveness of strategies implemented by Mr. B. For example, Mr. B's primary goal was for his students to engage in cooperative learning, and one strategy implemented by Mr. B was to arrange student work groups that promote the development of significant relationships. Research supports the importance of classroom environments that recognize the role time structure plays in learning tasks. Time is also critical in fostering mastery goals that supporting intrinsic motivation (Brophy, 1998, Raffini, 1996, &

Theobald, 2006). We acknowledged methods applied would take more time than this study permitted in order to discover efficiency.

Conclusion

Many teachers develop goals with long-term benefits in mind. However, their pedagogy often supports short-term goals. Mr. B's goal was to create a learning environment where student felt included in the classroom community. His expectations for his students were great in that he wanted them to develop and in depth understanding of the learning process and more specifically he wanted students to learn how they learn. He used content as a means of helping students comprehend the concepts of learning. In this study, Mr. B's goals and expectations for students correlated and were consistent with the long-term strategies he used to stimulate and increase student motivation for academic success. When teachers construct goals for achieving high-order learning and sustaining long-term student motivation, they must support their goal for learning with their everyday practices. Further, motivating students continues to be an issue for many teachers heightened by a discrepancy between their expectations and practices. Finally, more teacher case studies would be beneficial for exploring how intrinsic strategies are developed and applied in various learning scenarios.

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Appendix A

Interview Questions

Interview I

Teacher Information

1. What made you want to become a teacher, what is your philosophy on education?
2. How long have you been teaching?
3. What are the biggest problems you see in your classroom?
4. What are your expectations/goals for your students?
5. Which comes first in your mind: improving the social setting or improving academic achievement?

Motivation

6. Are your students motivated, and how do you determine when your students are motivated?
7. Do you perceive student motivation as problematic for teachers, if so why, if not why not?
8. What strategies do you use in the classroom that you feel impact student motivation?

Classroom Management

9. What is your philosophy on classroom management?
10. What classroom strategies are currently being implemented?
11. What are some of the classroom rules?
12. Are the classroom management strategies that you use effective in managing your class, how do you determine effectiveness?
 - a. If so what aspects of the strategy do you feel make it effective?
 - b. If not what do you perceive to be the problem?
13. Do you feel classroom management techniques impact student motivation?
 - a. If so, why? And if not, why?

Collaborative Research Questions

14. What would you like to learn from this research?
15. Do you have any concerns?
16. Is there anything else that you would like to add regarding classroom management and motivation?

Appendix B

Interview II

Lesson Plan Observation Interview

1. What steps did you take in preparation for the lesson?
2. What are the objectives/outcomes of the lesson?
3. How would you determine if the lesson was effective?
 - a. How do you tell if the students are motivated?

Bi-Weekly Meetings

Prompts

1. What strategies/practices are working well? What strategies/practices aren't working well?
2. How will you improve your strategies/practices in the future?

Appendix C

Interview III

This interview will include the revealing of the findings and discussion.

1. Knowing what we know now, how will it impact your teaching practices?
2. What further questions would you like to explore?
3. Is there anything that you would like to say?

Observation Format

The observation will focus on the following:

- Classroom Instruction/Teacher's Style
- Strategies/Techniques
- Student Behavior
 - Praise Dependence
 - Attention Span
 - Asks Pertinent Questions
 - On Task
 - Participation
 - Follows direction
 - Response to feedback
- Teacher and Student Relationship