MOTIVATION
in the field of
VOCATIONAL EDUCATION AND TRAINING

The following report is a result of the ITE-VET project which is part of the Erasmus+ Programme of the European Union.

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1st Training Workshop

Kiev, 29-31 May 2017

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<u>1. CLASSROOM INTERACTION.</u>

- Trust and relation.

Exercise 1. Description of a teaching practice.

- The best teaching practice I attended.

- My own teaching practice.

- How do we refer to our teaching practice?

- Does it follow a model?

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* Models of teaching.

- Sintax. Sequence, procedure, pattern to be followed.

- Social system: Teaching and learning roles. Expectations of behavior. Actions and reactions.

- Principles

Indications on how to proceed in each phase

- Support system

- Effects: Educational and didactic.

Exercise 2. Let's analyze a case (Fenstermacher and Soltis, 2004, 117-119): 'Go fly a kite'.

- What do we consider a better learning experience?

- What could students learn in each of the groups?

- Who felt like Jim, or Karen? What about the rest of group 6-A? Who felt like Robert? Who is just the kind of person opposed to Robert? How were Mrs. Mullins subgroups set up? What may have happened in each of those subgroups?

- What happened to the non-selected kites, and to those who built them?

- What is more relevant: result, content or process?

- What if they were different contents: cooking, welding, weekly shopping, accident rescue, search for employment, self-esteem, ...?

- What if they were attitudinal or conceptual contents, rather than procedural?

Exercise 3. Choose one lesson in your subject.
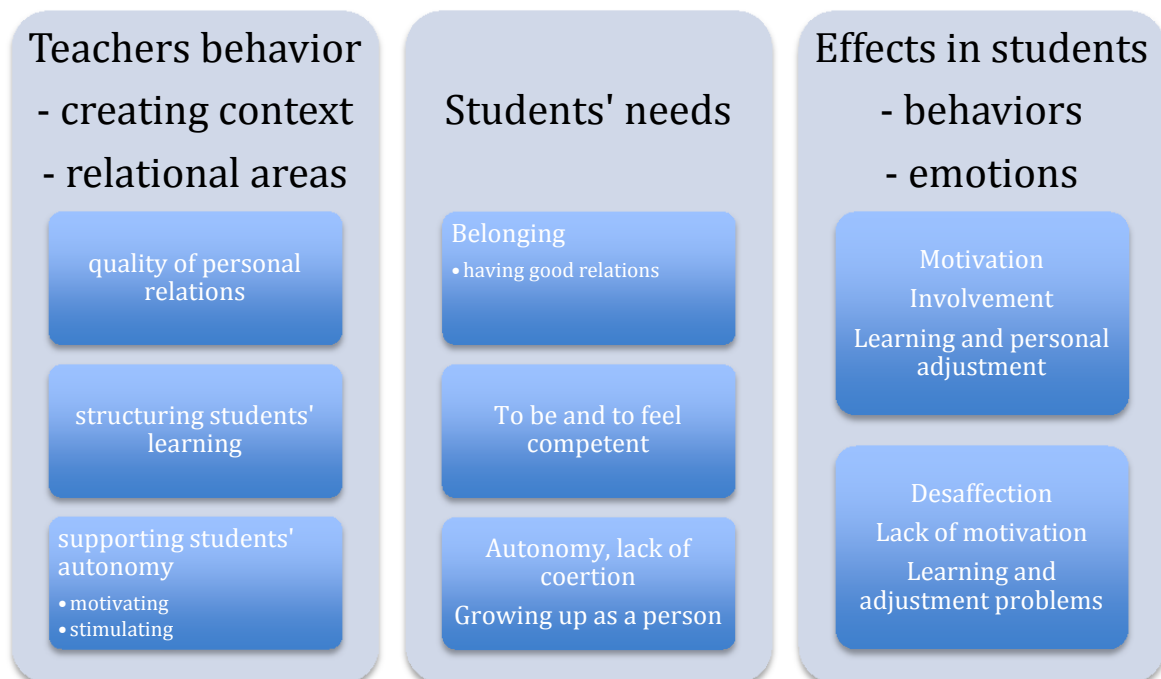
- What type of contents does it entail?

2. STUDENTS' NEEDS.

Classroom interaction, your particular way of teaching, intends to cause different ways of learning. Here is where *motivation* comes in.

It is sometimes confused with interest, enthusiasm or engagement in a task.

In our teaching, we can handle certain pedagogical tact (Van Manen), a quality we develop as teachers and that contributes defining our own art, ethos or occupation. It is tact that allows for relations to happen.

Relations among learners and teachers are established in order to satisfy three kind of needs (Morales, 1998, 39):

Teachers behavior - creating context - relational areas	Students' needs	Effects in students - behaviors - emotions
quality of personal relations	Belonging •having good relations	Motivation Involvement Learning and personal adjustment
structuring students' learning	To be and to feel competent	
supporting students' autonomy •motivating •stimulating	Autonomy, lack of coertion Growing up as a person	Desaffection Lack of motivation Learning and adjustment problems

Relations have to satisfy those three needs in one way or another.

However, motivation to learn is not just the result of the satisfaction of those three human needs. It also implies:

1. Understanding the learning situation and activities that teachers suggest.

2. To establish one's own goals in relation to that task, problem or challenge. To provide the task with a meaning.

3. To engage with the task in order to accomplish it succesfully and meaningfully.

Therefore, we may differentiate learning centered motivation from learner (self) centered motivation.

Exercise 4. Reflect upon my own teaching practice.

Which of those do I have here and now?

Which of those do my students have?

Which of those do I usually foster?

Which of them could I enhance?

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3. MOTIVATION.

We could initially differentiate two types of motivation with an impact upon the proposed learning tasks:

Dimension of the task	*Learning centered motivation*	*Learner (self) centered motivation*
Initial question	How can I do this?	Am I able to do this?
Attention focus	Performance process	Results of the task
Role of mistakes	Inherent to the process and chance of learning	Failure, always negative
Uncertainty of results	Challenge, stimulus	Thread, systematic danger
Preferred tasks	Those in which you can learn	Those in which you can outstand or outperform
Information you look for	Find out what you know and what you need to learn to know better	Praise on my success
Measures for assesment	Personal, flexible, long-term	Rigid norm, immediate feedback
Expectations lie upon	The effort I am ready to take	Perception of my current competence
Perception of the lecturere/teacher/trainer	Help, orientation, guidance, service	Judge, power, capacity to reward or punish
Aims act as reinforcement due to	Intrinsic experience of gaining further knowledge	Praised awaited from the rest of the group

Alonso and Caturla (1998, 73-74).

> **Exercise 5. Reflect upon my own motivations**.
>
> Here and now, am I learning centered or self centered?
>
> In other learning contexts, am I learning or self centered?
>
> When approaching my own work reponsibilities, which is my approach?
>
> Which of the approaches do I recognize in my best students?
>
> Which of the approaches do I recognize in the majority of my students?
>
> And my teaching practice, how does it foster each of the approaches?

Factors with an impact upon motivation (Alonso y Caturla, 1998, 99-102)

Informtation, the content of teaching, the message to be transmitted, is better transmitted and worked whenever students are motivated, and there are four factors contributing to it:

1. Attention.

2. Usefulness.

3. Perception that success is possible.

4. Satisfaction of engaging in the activity.

Any of these elements is enough to raise motivation.

They are four ways to have access to motivation.

The four are equally valid and they are interrelated.

> 1. Attention:
>
> Selective focus upon something that we can relate to our previous knowledge, that we are able to give a certain meaning. We can promote it through:
>
> 1.a. Questions. State problems, raise curiosity.
>
> 1.b. Organizers. Providing requirements and scaffolding. Provide nexus between the new information and that already available.
>
> 1.c. Explaining. Conflict solving, provide examples or analogies.
>
> 1.d. Discovery. Self resolution, employment of inductive and deductive procedures.

2. Usefulness:

Motivation improves whenever I feel able to solve personal needs, instrumental needs (intermediate stages to reach more relevant aims) and cultural needs (values of my reference groups).

2.a. Positive results. Activities of moderate risk, upon a baseline, variety of possible aims, assessing positively progress even if only partial.

2.b. Need of power. To be able to help the student by giving enough time to solve the problems, to define the roles of each one and each one's responsibility.

2.c. Cooperation. Work in teams, share success and failure.

2.d. Instrumental needs. Try to see the need of the tasks to achieve further aims, explain your aims so the task is better understood.

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3. Expectation of success:

An educational environment fosters feelings of personal competence and control.

3.a. To achieve continuous success. Invite to perform tasks that can be solved without mistakes, reinforce each stage, raise consciousness of the ability to perform the task.

3.b. Teaching strategies. Give information upon organization, aims, specific techniques, analysis of tasks.

3.c. Self control. Learn to operationalize what you have learnt, control your attention.

3.d. Success and failure. Help assess and value your own effort.

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4. Satisfaction with results:

Positive assessment is an invitation to go on.

4.a. Rewards. Intrinsic and extrinsic.

4.b. Context. Positive environment, loose control, high level of activity.

4.c. Feedback. Praise appropriate performance, correct wrong performance before moving further.

<table>
<tr><td colspan="1">Exercise 6. Go back to the lesson you chose in exercise 3.

Focus on the content.

Provide an example for each of the strategies and substrategies to foster motivation</td></tr>
</table>

4.GROUPING AND DISCIPLINE.

In the classroom, we can look for consensus or dissaffection (Bernstein, 1966). Two types of knowledge are always taught:
- Formal learning, competencies, skills
- Personal development, personal features, a way of being

In both, we may distinguish the aims and the means of education.

Aims may be accepted or resisted/rejected, insofar they are not ambigous.

Means may be understood or not.

The combination of all of these results in 5 possible student roles:

	Instrumental means	Instrumental aims	Expressive means	Expressive aims
Engagement	+	+	+	+
Dettachement	+	+	+	-
Strangeness	-	+	+	+
Alienation	-	-	-	-
Rol deferral				

Students in our classes play these different roles. If we find these out, we may use grouping strategies in order to try and change these roles, to look for a different social structure in the classroom, in order to facilitate pedagogic interaction, with the roles and norms that we want to develop.

Group strategiees:

Vertical

- Graduate, non graduate, multiple levels
- Levels arranged against age, task, aims, knowledge acquisition

Horizontal

- Homogeneous and heterogeneous grouping
- Individual accompanyment, specialization, team teaching

Exercise 7. Reflect upon one of your groups.

Which is the most common role in the group?

How many people do you envision in each of the roles?

How could we group students and arrange classroom disposition to try and change those roles towards more positive ones?

Discipline and social climate in the classroom: Rules and relationships.

The social climate in the classroom (Moos and Tricket, 1984).

1. Variables
    a. Relational
        i. Engagement
        ii. Affiliation
        iii. Support
    b. Personal development
        i. Tasks
        ii. Competitiveness
    c. Maintenance of order
        i. Organization
        ii. Clarity
        iii. Control
    d. Change
        i. Innovation
2. Types of orientation or classroom climate
    a. Towards innovation
    b. Towards control
    c. Towards structured relation
    d. Towards the task
    e. Towards competition

Exercise 8. Reflect upon one of your groups.

Which are the variables you care most for?

What type of classroom is yours?

Would you like to change your classroom climate? How often can we do so?

5.REFERENCES.

Alonso, J. and Caturla, E. (1998). La motivación en el aula. Madrid, PPC.

Fenstermacher, G.D. and Soltis, J. (2004). Approaches to teaching. New York, Teachers College (4th ed.).

Morales, P. (1998). La relación profesor – alumno en el aula. Madrid, PPC.

6.ANNEX.

ELEMENTOS que maneja la disciplina
(elementos cuya ausencia favorece la indisciplina)

1. La distribución de individuos en el ESPACIO
    diferenciar el espacio y cerrarlo al exterior
    separar a los individuos
    asignar a cada uno de ellos el lugar más adecuado

2. La especificación de ACTIVIDADES y la regulación del TIEMPO
    establecer horarios regulares
    detallar el procedimiento para realizar cada tarea
    asignar a cada actividad su momento
        utilizar exhaustivamente el tiempo, no dejar tiempos muertos

3. La programación de APRENDIZAJES
    dividir el aprendizaje en segmentos o tareas
    ordenar las tareas en un esquema temporal de etapas cada vez más complejas
    establecer ejercicios para perfeccionar el aprendizaje de cada tarea

4. La distribución de FUNCIONES
    coordinar las actividades de los distintos individuos
    asignar a cada persona una función según sus características
    establecer un sistema de mando que coordine la actividad conjunta

CUADRO 4. Elementos que maneja la disciplina

En Molpeceres, M.A. (1998) 'La disciplina y los hábitos de trabajo en la formación para la inserción laboral', en Marhuenda, F. y Martínez, I. ; *La experiencia educativa de los PGS*. València, Universitat de València, pp. 67-96.

NORMAS DE DISCIPLINA

(1) NORMAS DE CONVIVENCIA
Relativas al trato interpersonal
a. RESPETO A LAS DEMÁS PERSONAS
Prohibición de insultos, burlas y descalificaciones
Control de la agresividad
Confidencialidad
Cooperación y compañerismo
b. RESPETO A LA FIGURA DE AUTORIDAD
Guardar silencio cuando habla el maestro
No replicar al maestro
c. TOLERANCIA Y RESPETO A LAS OPINIONES Y A LAS DIFERENCIAS
Escuchar las opiniones ajenas
Tener paciencia con quienes necesitan más explicación
Contribuir a resolver pacíficamente los conflictos
d. CORTESÍA Y BUENA EDUCACIÓN
Prohibición de decir tacos y de gritar
Pedir las cosas al otro cuando se necesitan

(2) NORMAS DE TRABAJO
Relativas al desarrollo de la actividad
PRINCIPIOS REGULADORES
a. ORDEN EN EL FUNCIONAMIENTO
Normas de orden en la realización del trabajo
Regulación de los turnos de palabra y las intervenciones
Mantenimiento de la atención
Prohibición de comportamientos disruptivos
b. PRODUCTIVIDAD EN EL RESULTADO
Cumplir con el trabajo
c. PERSEVERANCIA EN LA TAREA
Concentración e implicación
Responsabilidad y seriedad
Finalización y no interrupción
ELEMENTOS REGULADOS
a. REGULACIÓN DEL EMPLEO DEL TIEMPO
Asistencia regular
Puntualidad al comenzar
Cumplimiento del horario
b. REGULACIÓN DEL USO DE LAS COSAS
Normas de mantenimiento y limpieza de los materiales y herramientas
Normas de uso de las herramientas
Normas de uso de la ropa de trabajo
Aprovechamiento máximo de los recursos
c. REGULACIÓN DEL USO DE LOS ESPACIOS
Normas de limpieza y mantenimiento de las instalaciones
Prohibición de salir en horas de clase o de permanecer en ella en los descansos
Prohibición de actividades determinadas en los espacios de trabajo

(3) OTRAS NORMAS
Limpieza e higiene personal

CUADRO 3. Categorización de las normas de disciplina en el aula y en el taller