



## How can parents and teachers best motivate children to learn?

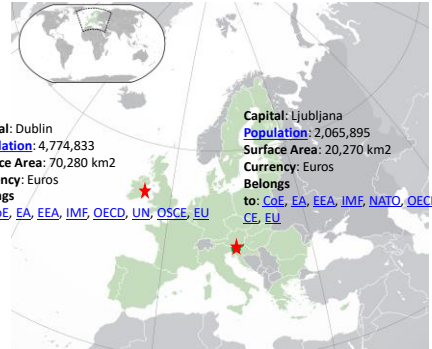
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Faculty of Education, University of Ljubljana

"Giftedness: In my Experience..." 2017 CTYI Conference, DCU  
25th November 2017

<http://www.ifitweremyhome.com/compare/IE/SI>

*Slovenia?*



Capital: Dublin  
Population: 4,774,833  
Surface Area: 70,280 km<sup>2</sup>  
Currency: Euros  
Belongs to: CoE, EA, EEA, IMF, OECD, UN, OSCE, EU

Capital: Ljubljana  
Population: 2,065,895  
Surface Area: 20,270 km<sup>2</sup>  
Currency: Euros  
Belongs to: CoE, EA, EEA, IMF, NATO, OECD, UN, OSCE, EU

PISA 2015										
Countries/economies with values above the OECD average										
Countries/economies with values not significantly different from the OECD average										
Countries/economies with values below the OECD average										
Country	Mean science score	Beliefs about the nature and origin of scientific knowledge			Share of students with science-related career expectations				Motivation for learning science	
		Index of epistemic beliefs (support for scientific methods of enquiry)	Score-point difference per unit on the index of epistemic beliefs	Score diff.	All students	Boys	Girls	Increased likelihood of boys expecting a career in science	Index of enjoyment of learning science	Gender gap in enjoyment of learning science (Boys - Girls)
	Mean	Mean index	Score diff.	%	%	%	Relative risk	Mean index	Score diff.	Diff.
OECD average	480	0.00	32	26.5	26.0	25.3	1.1	0.00	35	0.03
Denmark	558	0.22	34	28.0	27.8	27.3	1.3	0.58	36	0.07
Spain	528	-0.06	34	18.0	18.5	17.5	1.1	-0.03	27	0.02
Estonia	524	0.01	36	24.7	28.9	25.3	1.4	0.10	24	0.03
Chinese Taipei	532	0.31	38	20.9	25.6	16.0	1.6	-0.06	28	0.38
Finland	531	-0.07	38	17.0	19.4	16.7	0.8	-0.07	30	0.04
United Kingdom	529	-0.06	38	20.9	22.0	19.6	1.1	0.03	21	0.16
Canada	528	0.30	39	33.9	31.2	36.5	0.9	0.40	26	0.43
United States	525	-0.15	39	19.6	21.2	18.1	1.2	0.05	14	0.36
Anguilla (China)	523	0.04	39	23.6	22.9	24.3	0.9	0.08	20	0.26
Macau (China)	518	0.08	37	18.9	17.1	16.5	1.2	0.07	28	0.14
Poland	516	0.02	38	19.3	21.7	16.7	1.3	-0.14	31	0.32
United Kingdom	513	0.22	40	24.8	21.7	27.9	0.8	0.00	32	0.03
France	513	0.07	35	30.8	34.8	26.8	1.3	-0.06	22	-0.03
Belgium	510	0.06	38	20.4	20.3	20.5	1.1	0.14	30	0.16
United Kingdom	509	0.22	37	29.1	28.7	29.6	1.0	0.15	30	0.18
Germany	509	-0.16	34	15.3	17.4	13.2	1.3	-0.18	29	0.43
Netherlands	509	-0.19	46	16.3	16.9	15.7	1.1	-0.02	30	0.25
Switzerland	508	-0.07	34	18.6	18.9	18.1	1.0	-0.08	30	0.17
Italy	499	0.21	36	17.9	28.0	26.6	1.1	0.09	32	0.28

The only way to do great work is to love what you do.

-Steve Jobs



"In the beginning it was a **game**. Later, chess for me became a sport, an art, a science, **everything** together. I was very focused on chess, and **happy** with that world."

"I have no special talent. I am only passionately **curious**."



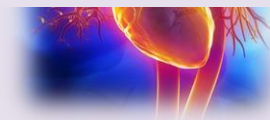
## Overview of the presentation

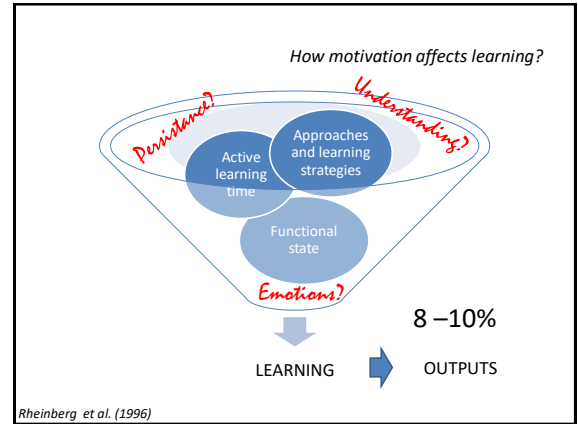
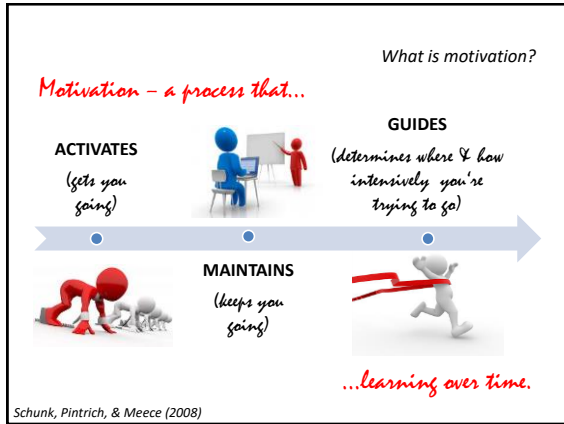
- Conceptualisation of motivation in the educational context
- The interplay among motivation, learning, and students' achievements
- Implications for practice
- Q & A

## MOTIVATION AS THE HEART OF LEARNING

Motivation as an outcome is important to all students in the classroom all the time.

C. Ames





What do we already know about motivation to learn?

Most children

- ... come to school positively motivated to learn.
- ... optimistic about ability in different areas.
- ... enthusiastic about learning and school.
- ... enjoy learning.

Wigfield et al. (2015)

*Why should teachers care about students motivation to learn?*



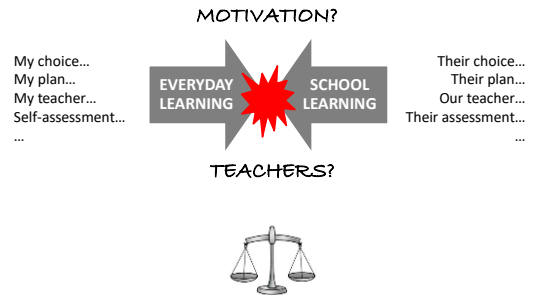
*A decrease of motivation for learning during schooling?*



- ✓ Experiences with school and school learning
- ✓ Differentiation of interests
- ✓ Social development
- ✓ Academic self-concept
- ✓ Societal influences (feedback, teaching, curriculum)



*Motivation gap?*



Charles Darwin



Maya Angelou



Charles Chaplin



Steve Jobs



Albert Einstein

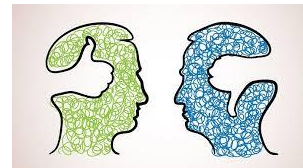


Akiko Kurosawa



Marie Curie

*The interplay between motivation and high abilities?*



- Academic excellence (work)
- Academic failure (passivity)

?

**Drews, E. M. (1964).** *A study of non-intellectual factors in superior (average and slow) high school students: Final report.* East Lansing, MI: Michigan State University.



Differences among three groups of high school gifted students?

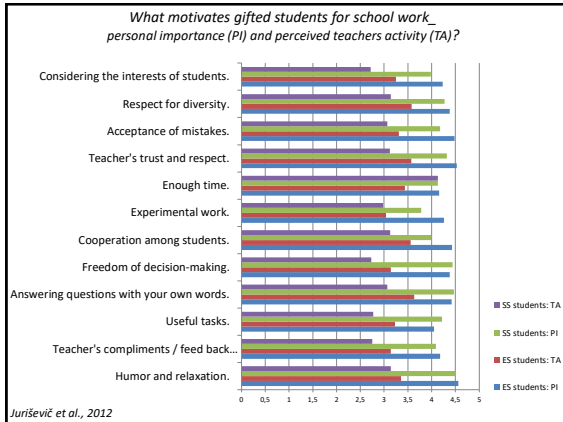
- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>(1) Creative intellectuals</li> <li>(2) Studious ★</li> <li>(3) Social leaders</li> </ul> | } | <p>Motivation to learn (attitudes, interests, and values)?</p> |
|--|---|--|

**Betts, G. T. & Neihart, M. (1988/2010).** Profiles of the gifted and talented. *Gifted Child Quarterly*, 32, str. 248–253.



Differences among six groups of gifted children and youth?

- |  |   |                                       |
|--|---|---------------------------------------|
| <ul style="list-style-type: none"> <li>(1) The Successful ★</li> <li>(2) The Creative</li> <li>(3) The Underground</li> <li>(4) The At-Risk</li> <li>(5) The Twice/Multiple Exceptional</li> <li>(6) The Autonomous Learner</li> </ul> | } | <p>Behaviour, feelings and needs?</p> |
|--|---|---------------------------------------|



What can we learn about motivation of gifted students from empirical evidence?

- The research on different samples and using different methodologies results in similar findings.
- Gifted students do not differentiate in structure but in the intensity of their motivational components developed through schooling.
- Gifted students need cognitive challenge and authentic learning situations, genuine communication, cooperation, competent mentors.
- Teacher education?

Most aspects of most motivation theories and related research apply to gifted students.

Areas of difference:

- Appropriate challenge & passion.
- Focus on growth / development and learning more than performance and competition: „What did you learn?“ vs. „What did you get?“
- Need opportunity to put forth effort / neuroscience: „Use it or lose it.“

Clinkenbeard, 2017

**TARGET Framework and Strategies that Support Mastery Goals in the Classroom**

	Description of Dimension	How to Support Mastery Goals
<b>Task</b>	Design of learning activities and assignments	Include variety, challenge, purpose
<b>Authority</b>	Opportunities to develop sense of personal control and independence	Foster active participation and sense of ownership
<b>Recognition</b>	Formal & informal use of incentives and praise	Focus on individual progress and improvement
<b>Grouping</b>	Arrangements utilized in classroom to allow students to master course content	Use individual and cooperative learning
<b>Evaluation</b>	Methods used to assess and monitor learning	Give opportunities to improve work, use diverse methods
<b>Time</b>	Includes workload, pace of instruction	Allow students to participate in scheduling

Adapted from Ames (1992) and Epstein (1988). **+ Teachers?**

**TOP 20 PRINCIPLES FROM PSYCHOLOGY FOR PREK-12 CREATIVE, TALENTED, AND GIFTED STUDENTS' TEACHING AND LEARNING**  
Center for Psychology in Schools and Education (2017)

<http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.aspx>

**PRINCIPLE 9** Students tend to enjoy learning and perform better when they are more **intrinsically** motivated to achieve.

**PRINCIPLE 10** Students persist in the face of challenging tasks and process information more deeply when they adopt **mastery goals** rather than **performance goals**.

**PRINCIPLE 11** Teachers' **expectations** about their students affect students' opportunities to learn, their motivation, and their learning outcomes.

**PRINCIPLE 12** Setting goals that are **short term (proximal)**, **specific**, and **moderately challenging** enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.

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Discussion?

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Jurišević, M. (2017). Motivating gifted students. In J. R. Cross, C. O'Reilly, & T. L. Cross (Eds.), *Providing for the special needs of students with gifts & talents* (pp. 235–266). Dublin, Ireland: CTYI Press.