Motivating the Unmotivated Student

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VIC FIRTH®

EVANS® drumheads

tycoon® PERCUSSION

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Black Swamp Percussion

Soma Cube Experiment

The Soma cube is a solid dissection puzzle invented by Danish polymath Piet Hein in 1933 during a lecture on quantum mechanics conducted by Werner Heisenberg. The Seven different pieces made out of unit cubes must be assembled into a 3x3x3 cube. The pieces can also make a variety of other 3D shapes.
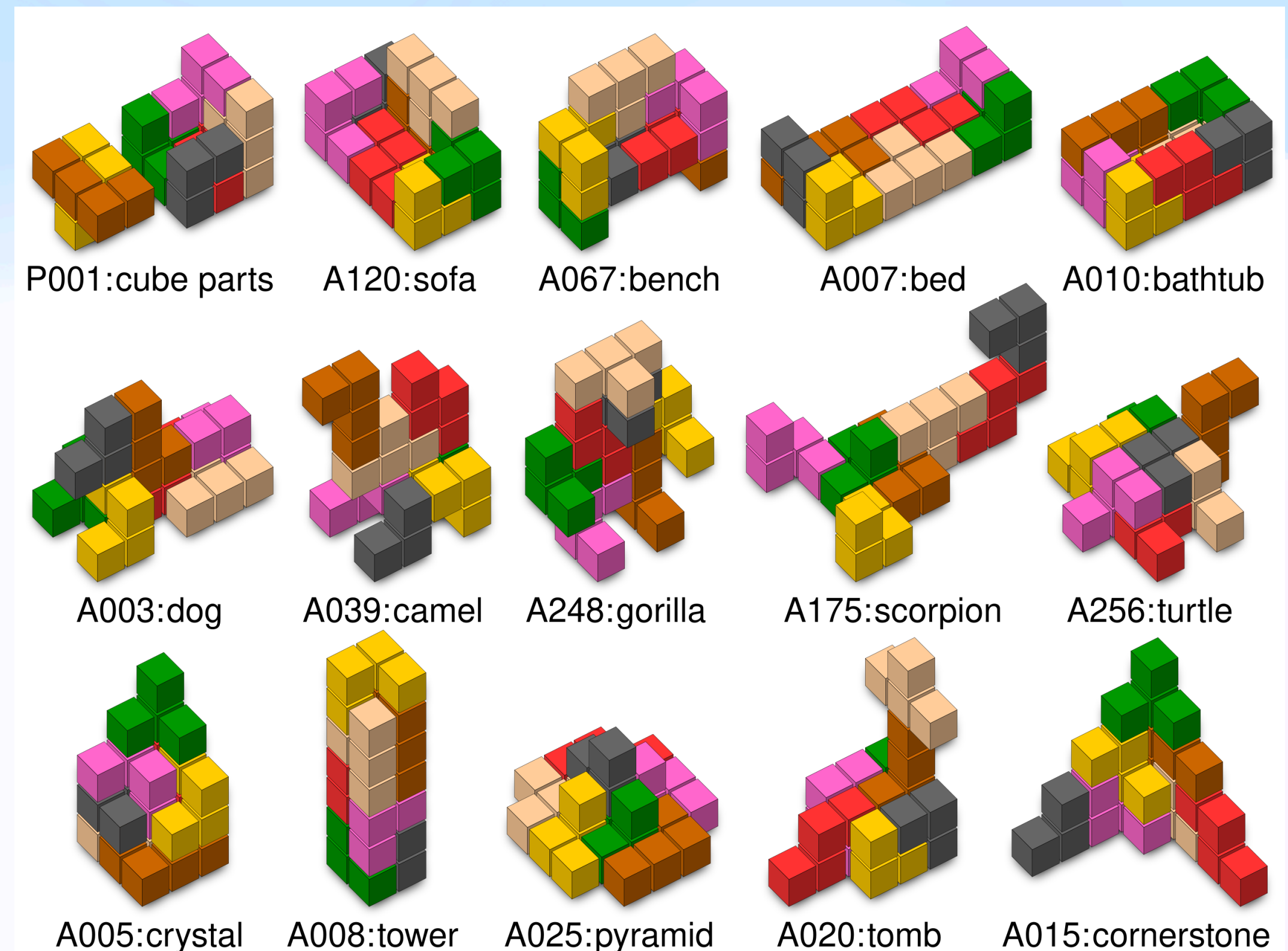
P001:cube parts A120:sofa A067:bench A007:bed A010:bathtub

A003:dog A039:camel A248:gorilla A175:scorpion A256:turtle

A005:crystal A008:tower A025:pyramid A020:tomb A015:cornerstone

Seven Reasons Carrots and Sticks (often) Don't Work:

1) They can extinguished intrinsic motivation.
2) They can diminish performance
3) They can crush creativity.
4) They can carve out good behavior.
5) They can encourage cheating, shortcuts, and unethical behavior.
6) They can become addictive.
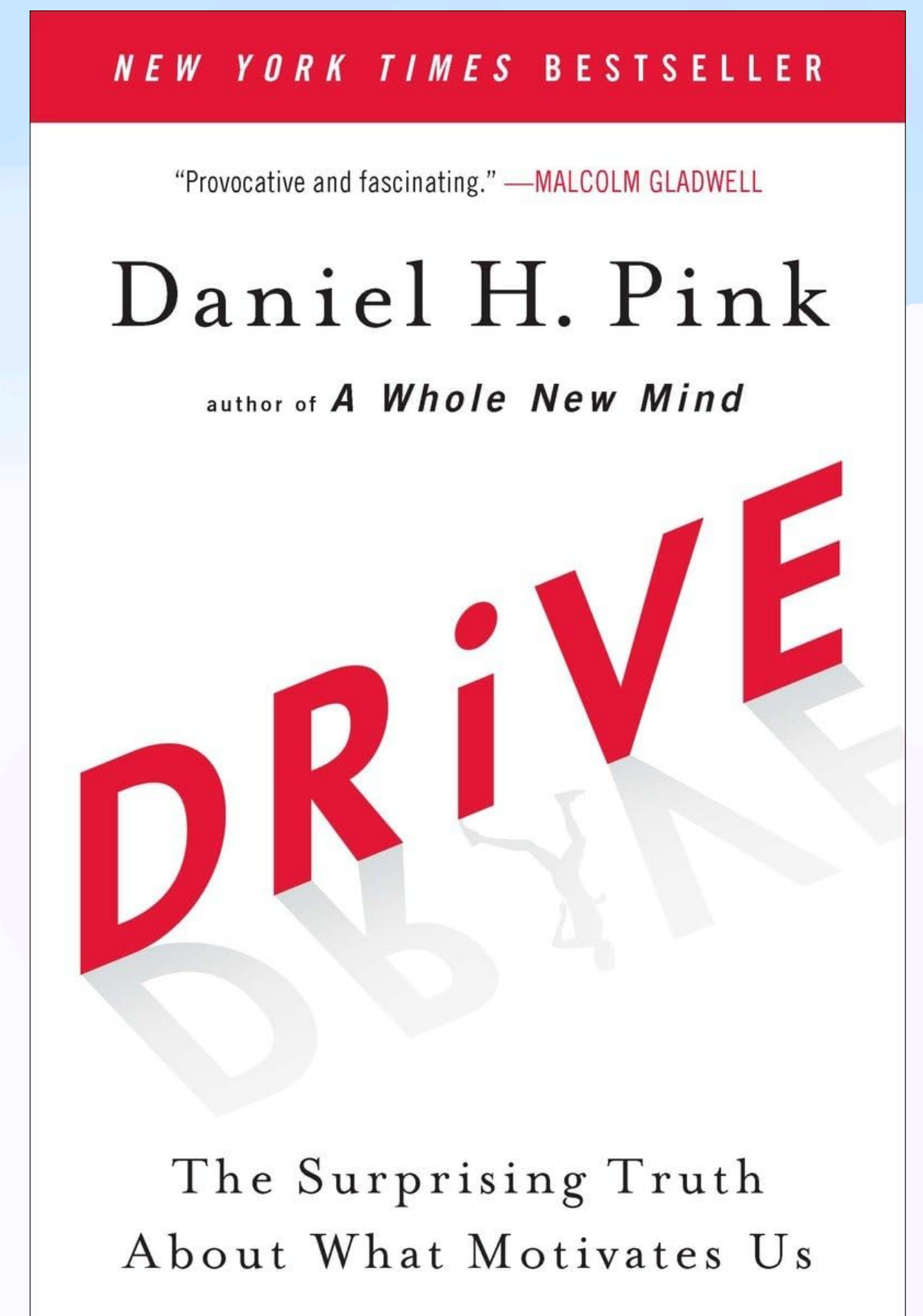7) They can foster short-term thinking.

Young Violinist Story:

What Drives Us - The Three Elements:

McKnight [CEO] believes in a simple, and at the time, subversive, credo: **"Hire good people, and leave them alone."**

p. 92, "Drive: The Surprising Truth About What Motivates Us"
by Daniel H. Pink

What Drives Us - The Three Elements:

1) **Autonomy:**
   1) The right or condition of self-government
   2) (In Kantian moral philosophy) the capacity of an agent to act in accordance with objective morality rather than under the influence of desires.

How to Increase - Let students make more decisions:
   1) Programming
   2) Setting daily/weekly/semester goals
   3) Performance locations
   4) Performance attire
   5) Let them run rehearsals (teacher is a facilitator)

What Drives Us - The Three Elements:

1) **Autonomy:**
2) **Mastery:**
   1) Comprehensive knowledge or skill in a subject or accomplishment.
   2) Control superiority over someone or something.

How to Increase - Help Students Feel and Be Great:
   1) Positive feedback as much as possible
   2) Remind them of where they started and where they have gotten
   3) Celebrate anything you can that they've done well
   4) Frame constructive feedback with as much positivity as possible

What Drives Us - The Three Elements:

1) **Autonomy:**
2) **Mastery:**
3) **Purpose:**
   1) The reason for which something is done or created or for which something exists.

How to Increase - Have Them Think About Why Their Doing What They Are Doing:
   1) What are they wanting in their future?
   2) Where to they seem themselves after they move on?
   3) What do they hope for their peers or future students?
   4) Are they doing things to help them be better teachers/performers in the future?

Three Steps Towards Giving Up Control:
~from "Drive" by Pink

1) **Involve people in goal-setting.** If you'd rather set your own goals than have them foisted upon you, why should the people you're working for believe otherwise? A considerable body of research shows that individuals are far more engaged when they're pursuing goals they had a hand in creating. So bring employees into the process. They could surprise you: People often have higher aims than the ones you assign them.

2) **Use non-controlling language.** Next time you about to say "must" or "should," trying saying "think about" or "consider" instead. A small changing wording can help promote engagement over compliance and might even reduce some people's urge to defy. Thing about it. Or at least consider it, okay?

3) **Hold office hours.** Sometimes you need to summon people into your office. But something it's wise to let them come to you. Take a cue from college professor and set aside one or two hours a week when your schedule is clear and any employee can come in and talk to you about thing that's on her mind. Your colleagues might benefit and you might learn something.

Ideas/Examples for Increasing Motivation in (unmotivated) Students:

1) More Positive & Less Critical/Constructive Feedback
2) Talking Less (have them playing more)
3) Focus on Personal Improvement (not competing with others/ groups)
4) Asking Students What They Want to Do (and then doing it)
5) Creating Opportunities for Exposure (local and beyond)
6) Ask Students to Teach (we learn and remember things better when we have to understand them so well that we can teach the concepts)
7) Spend Equal or More Time/Energy on High-Achievers (we often focus on the "problem" students, which takes time and focus away from the high achieving students)

Ways to Approach Routine Tasks:

Examples: cleaning instruments/rooms, moving instruments, doing logistics run-throughs for concerts, putting instruments back where they belong, etc.

1) Offer a rationale for why the task is necessary
2) Acknowledge that the task is boring
3) Allow people to complete the task their own way

"WE NEED TO TALK ABOUT YOUR T.P.S. REPORTS"

Breakout Session Topics/Ideas to Discuss:

- What issues are you having in specific with a current student(s)
- How to better create a positive culture in your program
- How to motivate younger and older students to be "student leaders"
- Mistakes young/early educators make trying to build a program's culture
- Ideas for making your competitive program into a "progress-oriented" program
- Sometimes being less involved is better
- Have non-musical experiences with students (skating, bowling, etc.)
- Creating multi-tiered goals so all-level of students have something to strive for
- AND MORE!!!!!!!!!

"Why We Do What We Do: Understanding Self-Motivation" by Edward L. Deci   (1)

1. By Failing to deal effectively with the stresses and pressures in their own lives, individuals add stresses and pressures to the lives of others.

9. Most people seem to think that the most effective motivation from outside the person, that it is something one skillful person does to another. There are numerous prototypes. Think for example of the locker-room speech where the coach, through the power of his gifted tongue, coddles and urges, shames and exhorts, and in so doing turns wimps into champs. Or think of the orderly classroom where the concerned teacher, through the cunning use of rewards and punishments, turns little beasts into compliant learners.

       To the contrary, however, all the work that Ryan and I [Deci] have done indicates that *self*-motivation, rather than external motivation, is at the heart of creativity, responsibility, healthy behavior, and lasting change. External cunning or pressure (and their internalized counterparts) can sometimes bring about compliance, but with the compliance come various negative consequences, including the urge to defy. Because neither compliance nor defiance exemplifies autonomy and authenticity, we have continuously had to confront an extremely important—seemingly paradoxical—questions: How can people in one-up positions, such as health-care providers or teachers, motivate others, such as their patients or students, who are in one-down positions, if the most powerful motivation leading to the most responsible behavior, must come from within—if it must be internal to the self of the people in the one-down positions?

86. .   …To be intrinsically motivated people need to *perceive themselves* as competent and autonomous; they need to feel that they are effective and self-determining. Someone else's opinion does not do the trick.   ….People's perception of competence (or incompetence) are often quite closely linked to their actual performance at some target activity. When people succeed at an activity, the research shows that they are likely to perceive themselves to be more competent. The same is true when they win a competition and when they receive positive feedback.

92. …our job goes beyond just encouraging them to do the activities; it's more challenging than that. *The real job involves facilitating their doing the activities of their own volition, at their own initiative, so they will go on doing the activities freely in the future when we are no longer there to prompt them*.

"Why We Do What We Do: Understanding Self-Motivation" by Edward L. Deci   (2)

101. First, providing a rational for doing the uninteresting activity seemed necessary.   ….In the experiment, our rationale for asking subjects to do the vigilance task was so that they could improve their concentration; it is after all, a task much like the ones use for training air-traffic controllers. Second, it seemed important to acknowledge that people might not want to do what they were being asked to do. ….Here, we expected it to help the subjects integrate the regulation of the uninteresting behavior. Finally, we thought it essential that the language and style we used to initiate participation in the activity involve minimal pressure. The request should be more like an invitation than a demand, emphasizing choice rather than control.

104. …autonomy support is hard work. It requires being clear, being consistent, setting limits in an understanding, emphatic way.

116. He began living up to his potential because he stopped trying to. He had given up his ego involvement. It's a paradox, but it's true.

142. Simply stated, to be autonomy supportive as, say, a manager means being able to grasp what it is like to be an employee of yours, in your company, community, and industry.

150. The issue of providing useful information, of course, goes far beyond just making limit setting more effective. Understanding the usefulness or importance of the tasks people are doing and of the organization's policies allows people to feel more a part of the organization, less alienated from it. In some cases, particularly in education, it may be useful to beyond just providing a rationale to encourage people to think for themselves about why a task might be useful for them. Even when students or employees are told what they must do and how they must do it, encouraging them to think through why they are being asked to do it in a particular way can be a valuable problem-solving task. When they fully understand why something is important they will be more willing to do it autonomously.

"Why We Do What We Do: Understanding Self-Motivation" by Edward L. Deci   (3)

153. The best way to set goals that are optimal for a work group and its members—or for a class and its students—is to involve the people in the process. Being autonomy supportive results in optimal goals that people will commit to because they themselves play an active role in formulating those goals. Through group or individual discussions, the people one supervises or teaches can be encouraged to think about what they are doing, what they ought to be able to accomplish in the weeks or months ahead, what potential obstacles might pop up, and so on. This process is useful in many ways: it leads to optimal goals; it helps people reflect on the way they are doing their jobs; it encourages them to take on new challenges; and it enhances their motivation to attain the goals. And, it provides a standard against which performance can later be appraised.

155. Competition s are typical all or not, which means that many superb performers become losers. A team that is second or third (out of, say, eight) on every single criterion wins nothing, even though in a sense they may be the best overall performers of the year.

157: In a way, it is all quite ironic. Parents, politicians, and school administrators all want students to be creative problem-solvers and to learn material at a deep, conceptual level. But in their eagerness to achieve these ends, they pressure teachers to produce. The paradox is that the more they do that, the more controlling the teachers become, which, as we have seen so many times, undermines intrinsic motivation, creativity, and conceptual understanding in the students. The harder the teachers are pushed to get results, the less likely it is that the important results will be forthcoming. The same is true for managers and others in one-up positions. The more they feel pressured to get results from their employees (or children, or athletes, or students) the harder they push. Unfortunately, the process, they typically sabotage their own efforts.

163: When people are ready to accept responsibility—responsibility of the deepest and most profound type—for the behaviors that are so directly related to their well-being, the returns are likely to be great.

194. The truth is that there are no techniques that will motivate people or make them autonomous. Motivation must come from within, not the techniques. It comes from their deciding they are ready to take responsibility for managing themselves.

"Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink

- 106: We're born to be players, not pawns.
- 119: According to [Carol] Dweck, people can hold two different views of their own intelligence. Those who have an "entity theory" believe that intelligence is just that—and entity. Those who subscribe to an "incremental theory" take a different view. They believe that while intelligence may vary slightly from person to person, it is ultimately something that, with effort, we can increase. …If you believe intelligence is a fixed quantity, then every educational and professional encounter becomes a measure of how much you have. If you believe intelligence is something you can increase, then the same encounters become opportunities for growth. In on view, intelligence is something you demonstrate; in the other, it's something you develop.
- 138: A brief reminder of the purpose of their work doubled their performance.

Further Reading (highlights):
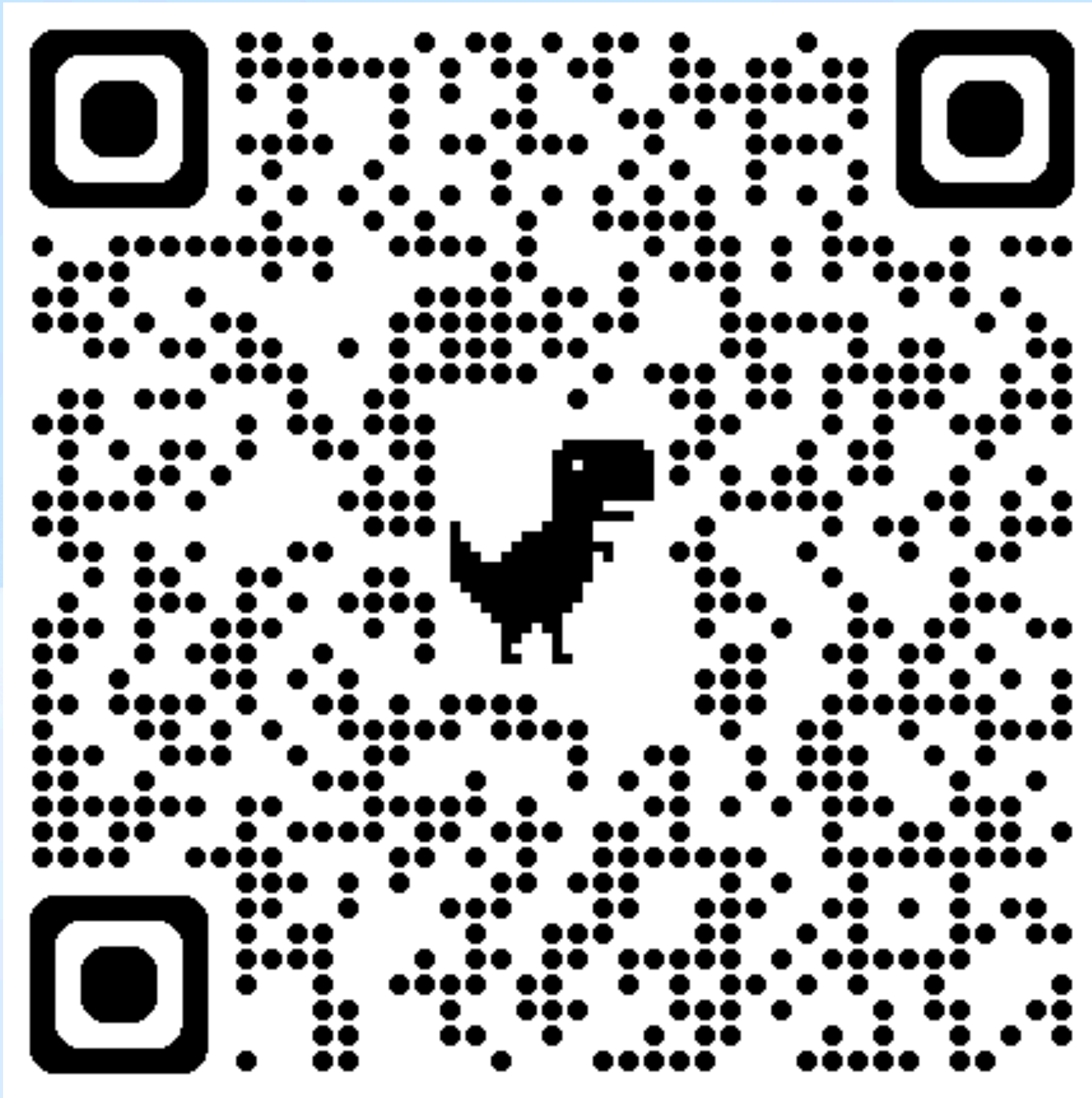
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