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INTRINSICALLY MOTIVATED CLASSROOMS

A PERSPECTIVE FOR TEACHERS

by

Kelly Wagner

A Research Project Presented in Partial Fulfillment
Of the Requirements for the Degree
Master of Education

REGIS UNIVERSITY

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ABSTRACT

Implementation of Intrinsically Motivated Classrooms: A Guidebook for Teachers

Students who are intrinsically motivated are more successful than students who are reliant on extrinsic motivators. Educators are in many ways responsible for the success of their students. It is the responsibility of the teacher to create an environment where students are motivated to learn. This work contains a guidebook focused on how educators can create a classroom environment where students are intrinsically motivated. Teachers can use this guidebook as a tool in their classroom. It provides specific as well as general strategies that can be implemented in elementary through high school classrooms to create an environment where students are intrinsically motivated to learn.

Chapter 1

INTRODUCTION

In order for students to be successful in school, they must be motivated to learn. Teachers are facilitators of knowledge, as well as motivation, and have the ability to lead students toward success. Teachers can motivate through the use of intrinsic motivation and/or extrinsic motivation. Adleman and Taylor (1990) reported that students with high intrinsic motivation for academics functioned more effectively in school than students who had high extrinsic motivation. Also, Deci and Ryan (1985) explored whether it is detrimental to students to be rewarded with the use of extrinsic rewards. Motivation in the classroom is essential. Teachers must consider how they present their instruction from a motivational perspective, because how students are motivated can affect their future success in school.

Statement of the Problem

Students, who are intrinsically motivated, participate in an activity: (a) out of curiosity, (b) for the sake of completion, (c) for a desire to contribute, and (d) without the need for a reward or compensation (Deci, 1975, as cited in Adleman & Taylor, 1990). An individual who is extrinsically motivated participates in a task because there will be a reward or to avoid punishment. Motivation with extrinsic rewards decreases the individual's intrinsic motivation and pure desire to achieve a task or learn something new. The presence of intrinsic motivation encourages students to: (a) seek challenges, (b) actively participate in learning, and (c) feel confident in their acquisition of

knowledge (Deci & Ryan 1985). Rewards or extrinsic motivators that are contingent on performance or achievement affect intrinsic motivation negatively (Poonam, 1997). Therefore, there is a need for teachers to know strategies for the promotion of intrinsic motivation in their students and refrain from the use of detrimental forms of extrinsic motivation in their classrooms.

Purpose of the Project

The purpose of this project will be to develop a guidebook for teachers to use as a tool to teach through a motivational perspective. The guidebook will present multiple strategies to increase intrinsic motivation as well as strategies to avoid the use of extrinsic motivation in ways that are detrimental to students' motivation.

Chapter Summary

In this researcher's opinion, it is more productive to encourage students to be intrinsically motivated than to depend on rewards or punishments to extrinsically motivate students. A teacher's motivational perspective should be focused on: (a) attention to personalization of instruction, (b) environment, (c) creativity, (d) student choices/involvement, (e) verbal praise, and (f) behavior. In Chapter 2, the Review of Literature, this researcher presents material to support the position that in the presence of intrinsic motivation encourages students to: (a) seek challenges, (b) actively participate in learning, and (c) feel confident in their acquisition of knowledge (Deci & Ryan 1985). In addition, extrinsic motivators should be chosen wisely and sparingly so that intrinsic motivation is not decreased. In Chapter 3, Method, the strategies for the development of a motivational perspective guidebook are presented.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project will be to develop a guidebook for teachers to use as a tool to develop a motivational perspective and a classroom where students are intrinsically motivated to learn. Students, who are intrinsically motivated, participate in learning out of curiosity and the desire for: (a) a challenge, (b) competence, and (c) self-determination (Shultz & Switzky, 1990). These students are more likely to be successful in school (Deci, Vallerand, Pelletier, & Ryan, 1991) than students who are motivated by extrinsic motivation. It is essential for students to find success in the classroom so that they may feel successful in other areas of their lives as well. It is the responsibility of the teacher to provide students with the most productive learning environment possible. Ideally, the most productive learning situation for students is one in which the students are intrinsically motivated to learn.

Intrinsic Motivation

It is essential for teachers to actively encourage intrinsic motivation so that students can be more successful, and they actively enjoy learning (Taylor & Adelman, 1999). This is the most valuable and productive way for students to learn because they desire a challenge and the opportunity to discover new things. Students, who are intrinsically motivated, become life long learners and are passionate about new discoveries in their education. Students, who are not motivated, will not perform to their highest ability because they do not possess the drive to seek challenges in their education.

Therefore, it is essential for students to be motivated so that they can become both academically and socially successful. Students, who display poor motivational readiness, may experience poor learning and learning problems (Taylor & Adelman, 1990).

Students, who are intrinsically motivated, actively enjoy the task of learning new skills and information. They become more successful in school and ultimately in their lives.

Individuals who are intrinsically motivated take part in an activity: (a) out of curiosity, (b) for the sake of completion, (c) for a desire to contribute, and (d) without the need for a reward or compensation (Deci, 1975, as cited in Adleman & Taylor, 1990). A student who is intrinsically motivated will persist in the completion of a task even though it may be difficult. This type of student is more likely to complete the activity and feel excited by the challenge involved in its completion. In addition, an intrinsically motivated student is more likely to retain the new found knowledge and concepts learned through completion of the task and feel confident when he or she takes on new and challenging learning situations. The presence of intrinsic motivation prompts students to: (a) seek challenges, (b) feel competent, and (c) feel a part of a community (Poonam, 1997).

Students, who are intrinsically motivated, obtain many valuable learning tools and behaviors that promote their success in the classroom. Also, it was found by Gottfried (1990) that children with higher academic intrinsic motivation in Kindergarten and first grade were more likely to show higher academic intrinsic motivation in higher grades.

Teachers can assist students in building an intrinsically motivated foundation for learning.

Positive Implications and Outcomes

There are multiple positive outcomes for students who are intrinsically motivated to learn. Students showed higher school achievement (Gottfried, 1990); this is the most notable, overarching reason for students and teachers to strive for learning to be intrinsic. Intrinsic motivation affects the total learning experience. Students who are intrinsically motivated participate because of positive educational factors such as: (a) responsibility, (b) challenge, (c) creativity, (d) opportunity to learn, and (e) task achievement (Shultz & Switzky, 1990). In addition, the attainment of intrinsic motivation in the early elementary years has profound positive implications for the future success of the student (Gottfried). Motivational difficulty has been shown to increase as the student progresses through school. Without reinforcement of motivation by teachers, intrinsic motivation decreases substantially starting as early as the third grade (Cordova & Lepper, 1996). Elementary students reported a more autonomous motivation for school work, showed greater conceptual learning, and better memory than students who reported low autonomous motivation orientation (Deci et al., 1991). Students who are motivated intrinsically become more deeply involved in activities and attempt more complex operations, which also leads to feelings of competence (Cordova & Lepper). According to Henderlong and Lepper (2002), the presence of internal motivation supports positive outcomes such as: (a) creativity, (b) persistence, and (c) life long learning. Several researchers (Daoust, Vallerand, & Blais, 1998; Vallerand, 1991; Vallerand & Bissonnette, in press; all cited in Deci et al.) have demonstrated that students, who display self-determined forms of motivation, were more likely to stay in school than those who did not display this type of motivation. Students who are intrinsically

motivated are more likely to find success in school and develop positive attitudes and work ethics about learning. Their feelings of confidence and creativity grow and perpetuate a positive cycle for life long learning.

Self-Determination Theory

Deci and Ryan (1985) developed the self-determination theory. Many other researchers have used Deci and Ryan's theory as a tool to explore how and why people are motivated. Self-determination theory is focused on what drives an individual to be self-determined or motivated intrinsically (Deci & Ryan, 2000). Their theory is multifaceted; however, it is based on the foundation that individuals have three innate needs in order to be self-determined: (a) competence, (b) relatedness, and (c) autonomy. When these three needs are satisfied, motivation performance, performance, and development are maximized (Deci & Ryan, 2000). In addition, when applied to education, the purpose of self-determination theory is to promote: (a) an interest in learning, (b) the value of education, and (c) a confidence in one's own capacities and attributes (Deci & Ryan, 1985).

According to Deci, Vallerand, Pelletier, and Ryan (1991), competence is the knowledge of how to obtain external and internal outcomes through the performance of specific actions. Relatedness involves the development of social connections that secure one's place in a social context. Autonomy is an individual's ability to be self-regulated and to self-initiate his or her own actions. When students or individuals are able to meet these needs, they become intrinsically motivated. Thus, for students, who have a foundation in which they actively and voluntarily engage in their own learning, their future success in education will be facilitated. Therefore, it is valuable for educators to

keep these innate needs in mind when they establish a classroom environment or assign a task. Without competence, relatedness, and autonomy, students will not be as engaged with their learning, according to the self-determination theory. Teachers who utilize the self-determination theory will: (a) strive to promote an interest in learning, (b) make education valuable, and (c) encourage confidence in students' capacities and attributes.

Extrinsic Motivation

Extrinsic motivation is defined as an incentive or reward given to encourage someone to participate in an activity (Poonam, 1997). Extrinsic rewards can come in many forms such as a prize, money, or something tangible that the participant desires. Another type of extrinsic rewards is verbal approval or praise from someone else that makes the individual feel fulfilled through his or her participation in completion of a task. In addition, avoidance of punishment can take the form of an extrinsic motivator. A person, who undertakes a task solely to attain a reward or avoid a punishment, is extrinsically motivated (Adelman & Taylor, 1990).

The excessive use of extrinsic motivators in the classroom is a controversial topic in education, because the use of these extrinsic motivators, and other forms of creativity, can dramatically interfere with intrinsic motivation (Poonam, 1997). Both teachers and parents can negatively influence the motivational orientation of a child if extrinsic consequences are based on their school performance (Gottfried, Fleming, & Gottfried, 1994). The extrinsic consequence overshadows any intrinsic motivation that the student may have and changes the reason why he or she desires to complete an activity or task. Even though the use of extrinsic motivators may encourage a student to complete a task, they do not facilitate a motivational perspective in which the student has a genuine desire

to learn and achieve. Unfortunately, extrinsic motivators are very prevalent in classrooms today, and they contribute to the dilemma of why students do not see themselves as successful. In addition, learning through extrinsic motivators does not provide an environment where students can achieve competence, relatedness, or autonomy, therefore, they are not self-determined.

Negative Implications and Outcomes

The main argument for the reduction of the use of rewards in the classroom is that expected tangible rewards reduce intrinsic motivation. The reward lessens perceived autonomy and leads to reduced intrinsic motivation (Deci, Koestner, & Ryan, 1999, as cited in Eisenberger, Pierce, & Cameron, 1999). Teachers need to be very conscious about how and when extrinsic rewards are used in their classrooms, because even though the provision of rewards may produce a behavior that is desired by the teacher, that behavior is controlled through external motivators, and the behavior or learning is unlikely to become internalized or become an intrinsically motivated activity (Shultz & Switzky, 1990). The next time that student participates in the same activity, his or her desire to learn will have been overshadowed by the desire for a reward. Instead of participation for intrinsic factors, such as responsibility, challenge, creativity, opportunity to learn, and task achievement, students avoid dissatisfaction and seek tasks that are easy, comfortable, safe, and secure, particularly in regard to aspects of the environment (Shultz & Switzky). When students become used to reward based environments, they expect that their behavior will always deserve a reward. Students are less likely to seek challenges, participate in an activity for the pure desire of achievement, and do not make notable

academic gains in comparison to students who are motivated intrinsically to learn (Madden & Salavin, 1983, as cited in Shultz & Switzky).

It is unfortunate that the use of extrinsic rewards can quickly undermine a student's desire or passion to learn. According to Tegano, Moran, and Sawers (1991, as cited in Eisenberger, Pierce, & Cameron, 1996), "students who initially display a high level of interest in a task, an expected reward makes them much less likely to take risks or approach a task with a playful or experimental attitude (p. 119)" (p. 1153). Amabile (1983, as cited in Eisenberger et al., 1996) investigated why the use of extrinsic motivators decrease creativity and intrinsic motivation. The most widely accepted explanation is that the presentation of a reward orients the individual to goal relevant stimuli and diverts attention from the task and environment that may be used to achieve a creative solution. Also, the award of grades has negative effects on a student's creativity and intrinsic motivation (Boggino, Main, & Katz, 1988). The grade diverts motivation away from the achievement of learning itself and toward an external reward in which the outcome is merely a representation of a produced behavior and not what the student internalized or learned due to the activity. As a result, the use of extrinsic motivators have negative effects on the future learning and motivation of students. Other examples of conditions that have a negative impact on motivation are: (a) scarce resources, (b) excessive rules, (c) confining routines, and (d) over bearing control (Taylor & Adelman, 1999). Teachers need to be aware of the negative expectations, habits, and behaviors that will be perpetuated by the use of extrinsic motivators.

Necessity for Early Implementation of Intrinsic Motivation

Taylor and Adelman (1990) demonstrated that students, who are intrinsically motivated, are more successful in school, and students who are less motivated or motivated through extrinsic means, do not find the same success. It is apparent that teachers need to develop strategies to encourage their students to be intrinsically motivated as early as possible because, when students become older, they become less motivated if they are not motivated from within themselves.

Best Practices for a Motivational Perspective

In an ideal world, all students would be intrinsically motivated to learn. Independently, they would seek responsibilities, challenges, creativity, opportunities to learn, and task achievement. Although some students are intrinsically motivated, there are many who are not. Ultimately, it is the student who determines his or her motivational orientation. However, teachers play a large role in the development of a student's motivational orientation. In order for teachers to do this, they must have a plan, or motivational perspective, for how to best facilitate an environment in which students can find success through intrinsic motivation. It is the duty of the teacher to be conscious about how the students are encouraged to be motivated, intrinsically or extrinsically.

The learning environment should be a place where each student can achieve competence, relatedness, and autonomy. According to Deci and Ryan (1985), these three basic needs need to be fulfilled in order for individuals to be self-determined and intrinsically motivated. Also, the teacher needs the opportunity and ability to personalize instruction to keep students interested and excited about what they learn. In addition, students should be a part of the decision making process. The ability to choose what they

learn will keep them personally invested in the activity or lesson and, therefore, intrinsically motivated. In addition, environment in which students are intrinsically motivated fosters an environment where students can be: (a) creative, (b) encouraged to think, and (c) allowed to explore creatively. Although verbal reinforcement can be considered as a type of extrinsic motivation, it has an important place in the intrinsically motivated classroom. However, one should be aware of how verbal praise is delivered, so that it does not undermine or interfere with intrinsic motivation.

Environment

A student's motivational orientation starts with the environment where learning takes place (Deci et al., 1991). The environment should be where learning activities, even abstract or complex, are presented in a meaningful context. It is important and valuable that the students are aware of the beneficial effects of the activity (Cordova & Lepper, 1996). It is essential that both the teacher and the student perceive the environment as a place that is appropriate for the learner's interests and abilities (Taylor & Adelman, 1999). "How well teaching and learning environments match their interests and abilities become a basic assessment concern" (p. 258). Cordova and Lepper found that, when students were in environments that were contextualized, or fitted to their needs and abilities, they became intrinsically motivated as a result. Also, Deci and Ryan (2000) found that environments, based on self-determination theory, fostered flourishing intrinsically motivated students. The use of social contextual events support students' feelings of competence and enhances intrinsic motivation. This is the result when the teacher considers the social context as well as the academic context in the establishment of the classroom environment.

Some teachers are oriented toward control over students' behavior, others strive to support students' autonomy (Deci et al., 1991). The teacher's orientation toward control or autonomy strongly influences the classroom environment. Deci et al. found that, when teachers supported students' autonomy, the students displayed more intrinsic motivation, perceived competence, and self-esteem than those whose teachers were control oriented. Also, Deci et al. found that when teachers become more controlling, students performed worse during problem solving activities. It is a teacher's job to maintain control of his or her classroom in terms of classroom management. However, the encouragement of autonomy in a managed environment can promote intrinsically motivated behaviors in students.

Personalization

To facilitate a classroom in which students are intrinsically motivated, instruction should be personalized (Taylor & Adelman, 1999). The reason for personalization is to provide maximum support and scaffolding for the student and to avoid the establishment of a classroom where the student experiences suppressed motivation due to a controlling environment. Teachers can create a personalized environment when they establish a positive working relationship. Instruction can be improved, and students can be intrinsically motivated, when teachers actively personalize instruction to increase intrinsic motivation. "For students to be actively engaged in the educational endeavor, they must value learning, achievement, and accomplishment" (p. 258). To ensure that students value what they learn, a teacher should take into consideration the student's interests and abilities and personalize instruction. Students, who are motivated to learn, find lessons and school activities meaningful and interesting. The use of a variety of

challenging and stimulating activities are likely to attract and hold students' interest, especially students who are intrinsically oriented. Also, initially, the tasks should be personalized to provide some level of success (Poonam, 1997). This will attract intrinsically motivated students to the challenge and the desire for achievement and accomplishment to more difficult tasks. Teachers can encourage intrinsically motivated students by the adjustment of instruction that is personalized to their students' characteristics and motivational orientations (Adelman, 1978, as cited in Poonam).

Competence, Relatedness, and Autonomy

The three innate needs of self-determination are competence, relatedness, and autonomy (Deci & Ryan, 1991). Competence is the knowledge of how to obtain external and internal outcomes through the performance of specific actions. Relatedness involves the development of social connections that secures one's place in a social context. Autonomy is an individual's ability to be self-regulated and to self-initiate his or her own actions. In the development of a classroom where students are encouraged to be intrinsically motivated, all three of these needs must be present. For example, researchers (Fisher, 1978; Ryan, 1982; both cited in Ryan & Deci, 2000) have concluded that feelings of competence will not increase intrinsic motivation unless they are accompanied by a sense of autonomy. Even though students may be aware of how to behave to obtain a desired outcome (i.e., competence), if they do not perceive themselves as self-regulated (i.e., autonomous), their desire for completion of a task out of curiosity or joy (i.e., intrinsic motivation) will not occur.

As the creators of an intrinsic motivational perspective, teachers must keep competence, relatedness, and autonomy in mind when they plan lessons and activities

(Deci & Ryan, 1985). If one of these three needs is not fulfilled, then intrinsic motivation decreases. When all three of these needs are met, intrinsic motivation increases. Ryan and Deci (2000) found that intrinsic motivation is more likely to flourish in contexts where all three needs are met, and the individual experiences a sense of security and relatedness often. In order to provide an environment where students are intrinsically motivated to learn, teachers should: (a) make it clear how students obtain outcomes through performance and actions (i.e., competence); (b) provide and maintain a social environment where students are secure (i.e., relatedness); and (c) allow individuals to be self-regulated (i.e., autonomy).

Student Choice

In order for students to be, and continue to be, intrinsically motivated, they need to participate in determining what they learn about and how they learn best (Deci & Ryan, 1991, as cited in Deci et al., 1991). Studies conducted by Deci and Ryan suggested that, when students are allowed the opportunity to choose educational activities, self-determined regulation of those activities is encouraged. Thus, student participation is likely to produce beneficial learning adjustments and outcomes. An environment, that does not allow students to participate in educational decisions, and is controlling, may have negative consequences on the development of autonomous self-regulation. In addition, often, individuals who are not involved in decisions that effect them or their learning often have less commitment to what is decided (Taylor & Adelman, 1999). Students' lack of commitment to what they learn about decreases intrinsic motivation.

All learners are different, and teachers who allow students the opportunity to define themselves, define their strengths, and weaknesses, and allow them to take responsibility for their own learning, then they become intrinsically invested in their education. It is important to allow students to take as much responsibility as they can in order to determine what support they require, their direction or path, and their limits (Taylor & Adelman, 1999). In the classroom, it is optimal to maximize the amount of student choice: (a) educational activities, (b) valuable experiences, and (c) attainable outcomes of learning. If students perceive their learning as valuable, they are more likely to be actively invested in their own learning and continue to be intrinsically motivated.

When students are in control of their own learning, intrinsic motivation is increased (Poonam, 1997). Three strategies that teachers can use to encourage this process are:

1. provide guidance but not to let it be mistaken for surveillance. It is not positive for students' motivation if they feel that they are being controlled and they show substantially less interest in activities when they feel they are under surveillance (Lepper & Green, 1975, as cited in Poonam).
2. allow them to monitor and assess their own progress (Brophy, 1983, as cited in Poonam, 1997).
3. intrinsic motivation will be maintained and enhanced when the student feels competent by learning through discovery (Adelman, 1978, as cited in Poonam, p. 5).

Students flourish motivationally when they are given the opportunity to learn and discover for themselves.

When students are involved in determining what is valuable to learn about, their motivation to learn is enhanced (Poonam, 1997). Also, teachers can help enhance motivation when they help students establish their goals. The benefit to the students is they will learn effectively, efficiently, and with minimum side effects; ultimately, they will take responsibility for their own learning. The teacher can facilitate the students' attainment of their goals where they: (a) lead, (b) guide, (c) stimulate, (d) clarify, and (e) support but do not control the course of learning. The students should determine their own course of learning (Taylor & Adelman, 1999). This means that the teacher must be aware of how and when to teach, as well as know when to step back to allow students to learn on their own. Some students require more guidance and scaffolding while others prefer to work more autonomously.

Creativity

The ability to think and act creatively can be liberating and fun for learners. However, the presence of extrinsic motivation, especially in learning, can stifle creativity and lessen intrinsic motivation (Poonam, 1999). For example, Eisenberger, Pierce, and Cameron (1998) found that students, who were assigned to create a collage and were offered an extrinsic incentive, displayed less creativity than those students who were given creative freedom to design their collage without the expectation of a reward. The students, who were offered the reward, created for the approval or expectations of the teacher and not for themselves. Eisenberger, Pierce, and Cameron (1996) hypothesized that the presence of a reward orients individuals away from the task itself as well as away from the creative environment they might have used to achieve creative solutions or accomplishments. Therefore, if a teacher values creativity as a positive mode for

learning, they should not stifle creativity through the use of rewards or other extrinsic motivators.

Verbal Reinforcement

Verbal reinforcement, or praise, is considered an extrinsic motivator, and the student will behave in order to receive the reward of positive affirmation from the teacher (Henderlong & Lepper, 2002). The content and context in which praise is delivered can greatly affect how the recipient responds. However, Boggino, Main, and Katz (1988) reported that verbal praise can be used to increase intrinsic motivation in students if it is not given in a controlling context. Also, Boggiano et al., hypothesized that students' perceptions of academic competence and the amount of control over academic performance affects their intrinsic motivation and preference for a challenge, especially, in situations where they are verbally evaluated or given verbal reinforcement.

Deci et al. (1991) reported that, with positive feedback, they found that as perceived competence increased, so did intrinsic motivation. In addition, Fisher (1978) and Ryan (1982, both cited in Deci et al.) found that that motivation increases when it is accompanied by feelings of autonomy. However, when the context is controlling, the students' perceived competence and autonomy is reduced as well as their intrinsic motivation. To avoid this, teachers should refrain from praising students for what they *should* have done and congratulate them on activities that were self-initiated. Positive feedback, if presented in a controlling manner, can lead to less intrinsic motivation. Often, students will become very uncomfortable when praise is used to evaluate them and, often they push it away (Henderlong & Lepper, 2002). However, when the style in which it is presented is noncontrolling, their internalization of autonomy is more likely to

be more present (Deci et al.). There is a fine line between a student's motivation when it is affected either positively, when they embrace praise, or negatively, when they shun praise. It is essential for teachers to be aware of the power their praise can have on their students.

There are many reasons why praise is beneficial for student's motivation. The use of praise is a positive way to encourage proper classroom behavior such as: (a) following classroom rules, (b) acceptable peer interaction, (c) active listening, and (d) development of academic rules (Henderlong & Lepper, 2002).

Also, there are numerous reasons why praise is negative for a student's motivation. Praise can create excessive pressure on a student. In turn, they may rebel against the positive reinforcement. In addition, Henderlong and Lepper (2002) found that, when praise is given for exceptionally easy tasks, it can lead students to believe that they are of low ability level, and their competence and relatedness will negatively affect their motivational orientation. Because praise is evaluative in nature, it can instill a sense of self-worth that can lead to helplessness in the face of difficulty as well as self-consciousness (Kamina & Dweck, 1999, as cited in Henderlong & Lepper). Giving verbal reinforcement to students may decrease their intrinsic motivation and have other negative effects on them. However, if done tactfully and genuinely, praise can boost feelings of competence, relatedness, and autonomy, and increase self-determination.

Chapter Summary

As illustrated through this review of literature, there are many ways for teachers to encourage intrinsic learners in their classrooms. It is essential that students learn to be intrinsically motivated as early in their education as possible, because they will do better

academically in subsequent years and, ultimately, for the rest of their lives. Teachers need to be aware of the negative effects that the overuse of extrinsic motivators can have on their students. The self-determination theory can be used as a guide to create a classroom environment where students feel competent, related, and autonomous and, in turn, intrinsically motivated to learn. Factors that affect and are affected by the self-determination theory are the use of: (a) personalization of learning, (b) student choice, (c) creativity, and (d) praise. If teachers are more aware of these factors and the implications they have on their students, they can better develop a motivational framework that seeks to encourage students to be inwardly motivated and inspired to learn for the pure joy of discovery and accomplishment.

In this researcher's opinion, there is great need for teachers to develop a motivational perspective for teaching so that their students are successful. In Chapter 3, this researcher describes the method, target audience, goals, and procedures for the development of this project.

Chapter 3

METHOD

The purpose of this project was to develop a guidebook for teachers to use as a tool to develop a motivational perspective through which they can teach. The overuse of extrinsic rewards in classrooms has had detrimental effects on the intrinsic motivation of students. It is important that students be intrinsically motivated to learn so that they are actively invested in their learning and engaged in their learning, and because they naturally enjoy it. However, when extrinsic rewards are used to motivate students, the task becomes disconnected from the actual learning process, and students engage passively in their learning only to be awarded. The longer the negative repetitive pattern of extrinsic rewards continues, the less intrinsically motivated students become. The less intrinsically motivated students become, the less successful they will be in future learning situations. As an individual, who is invested in the success of students, this researcher identified the need for teachers to be aware of how they motivate their students to learn, whether it is through the use of positive intrinsic motivators, or negative extrinsic motivators.

Target Audience

This guidebook is adaptable for teachers to utilize in all grades of school. Any teacher who values the success of his or her students, and is interested in how motivation is facilitated by the teacher, will find this guidebook a valuable tool to use in his or her classroom.

Goals of Applied Project

The goal of this project was to provide teachers with the necessary resources to facilitate the development of a motivational perspective for teaching. In the guidebook, the self-determination theory was used as the foundation for establishment of an environment for students where intrinsic motivation and self-determination are: (a) valued, (b) supported, and (c) encouraged. The focus of subsequent sections focuses on specific strategies that teachers can use to facilitate students' learning through intrinsic motivators rather than extrinsic motivators.

Peer Assessment

Assessment of the guidebook was obtained from three colleagues through discussion, verbal feedback, recommendations, and suggestions for further areas for exploration. Each colleague reviewed, commented, edited, and made suggestions on the hard copy. They reviewed it for timeliness, ease of use, and relevancy.

Chapter Summary

Motivation in the classroom is a widely researched topic in education. Through this project, this researcher utilized the knowledge gained through the extensive review of literature and individual experiences with students in motivational situations to provide other teachers with useful information they can use in their own classrooms. In Chapter 4, this researcher provided best practices and specific strategies that can be used in the classroom to maintain and increase students' intrinsic learning and how to avoid the use of negative extrinsic motivators. Discussion and colleague reviews are presented in Chapter 5.

Chapter 4

RESULTS

The purpose of this project was to develop a guidebook for teachers to utilize when creating a classroom where students have every opportunity to be intrinsically motivated life long learners. Presented in this chapter is a comprehensive guidebook. It includes fundamentals of intrinsic motivation and life long learning, definitions of intrinsic and extrinsic motivation, a brief summary of self-determination theory, potential challenges, key components of an intrinsically motivated classroom (competence, relatedness, autonomy, environment, verbal reinforcement, personalization, student choice, and creativity), and strategies for creating a classroom in which students have the opportunity to become intrinsically motivated. This guidebook can be adapted to fit any grade level and can be used in all types of classrooms by all types of teachers and students.

Implementation of Intrinsically Motivated Classrooms:

A Guidebook for Teachers



By Kelly L. Wagner M.Ed.

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Students Becoming Life Long Learners

Motivation is essential in order for all students to be successful in school. When children are not motivated to learn they become disengaged and do not internalize what they are taught. More importantly, they do not enjoy school or learning. As teachers, it should be our mission to go beyond merely teaching, to inspiring our students to become passionate life long learners.

What is a Life Long Learner?

Every student approaches school and learning a little differently. Each of their experiences are unique. What they take away from those experiences impacts how they will approach learning in the future, and ultimately for the rest of their lives. When students embrace the knowledge and experiences they obtain at school, they feel fulfilled, successful, and empowered. Empowerment through learning is an exhilarating and almost addicting feeling. Students who are lucky enough to find empowerment through learning become our life long learners. They seek new experiences, knowledge, and skills. They peruse their passions. They find *joy* and *success* from learning.

As teachers, we have the ability to shape and inspire each of our students to become life long learners. Through our enthusiasm, encouragement, passion, knowledge, and devotion we guide them towards success.

How can we encourage each of our students to become life long learners?

Well, it starts with them. We can teach, and teach, and teach, but if our students don't like learning they will never appreciate or absorb the lessons that we pour our hearts into. The first step is to facilitate our students becoming intrinsically motivated.

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Intrinsically Motivated Learners

Students who are intrinsically motivated engage in learning because they actively enjoy acquiring new knowledge and skills. They also value the accomplishment that comes from taking on a challenge. These students are more successful in school because they are engaged in and value their education. Students who are not intrinsically motivated go through the motions, and may complete tasks, but are passively engaged in their education. Often, they do not internalize or value their education with the same passion that intrinsically motivated students do.

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Why Intrinsic Motivation is Important in Every Classroom

When students come into our classroom, we do not want them to just be successful in our class. We want them to be successful in all of their classes and for the remainder of time they are in school. For this reason, it is essential that, as teachers, we provide an environment where they love to learn, a place where they feel excited about exploring new subjects and embrace new experiences from learning. When students love to learn they are intrinsically motivated through the act of learning. Then, with the success they find, they can take their love of learning into other environments and find the same success. Especially, if that classroom facilitates an environment where others are intrinsically motivated to learn also.

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Research has shown that students who are intrinsically motivated find more success in school than students who are extrinsically motivated. When students are intrinsically motivated, it perpetuates a positive cycle for future learning. For example, if a student completes a difficult task and feels a sense of accomplishment from the challenge, he or

she more likely to take on a challenge in the future in order to experience the same feelings of success. Students feel competent to try new activities, seek new discoveries, desire to contribute, and are excited about learning.

Intrinsic motivation affects the total learning experience for students. The educational factors that encourage them to actively participate in their own education are:

- Challenge
- Creativity
- Responsibility
- Learning Opportunities
- Task Achievement

Each of these factors is incredibly positive for any student to have and engage in. *Imagine the positive outcomes if each student sought these factors every day in their learning.*



Intrinsic Motivation vs. Extrinsic Motivation

There is a distinct difference between intrinsic and extrinsic motivation. How students are motivated can drastically affect their success in school. One may assume that as long as students complete their work and do well on tests and assessments, that they are successful. This is a major misconception. Going through the motions of learning will not create a successful life long learner. This will create an individual who knows how to complete a task, but this individual does not absorb the information, nor see the value in retaining new knowledge.

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In future circumstances, this type of learner will not thrive when a challenge is presented. Nor will that student have the skills necessary for overcoming a challenge. In addition, if they do not thrive in challenging situations, it is more likely that they will become discouraged and choose activities that are less challenging, which guarantee success. Therefore, students may not be learning to their maximum ability.

Intrinsic Motivation

Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them (Malone & Lepper, 1987). Intrinsic motivation causes people to be engaged in an activity for its own sake. In regard to students, it is ideal if they are engaging in learning out of pure enjoyment. This enjoyment will carry forth into other situations and cause them to continue to enjoy learning.

Students who are motivated intrinsically become more deeply involved in activities and attempt more complex operations (Cordova & Lepper, 1996) and as a result, experience outcomes such as competence, creativity, persistence, and life long learning.



Extrinsic Motivation

Extrinsic motivation is the desire or push to perform a certain behavior based on the potential external rewards that may be received as a result.

Extrinsic motivation can be detrimental to the future success of students because they engage in the act of learning solely for the reward at the end. This causes the student to disconnect the act of learning from the end result of completion of a task. Students do not internalize or retain the same amount of information when they seek external rewards. Nor do they have a positive *learning* experience. For example, if a student is studying for a test because they know they will get a reward, they will study the information so that it can be recalled for the test. After they have taken the test and received the reward, that information is subconsciously or consciously less useful to them and they do not retain or internalize the information.

Extrinsic rewards come in many forms: grades, prizes, money, praise, or avoidance of a punishment. They include any tangible reward that drives an individual to complete an activity or task to obtain something other than a feeling of accomplishment. In many situations the reward

or punishment overshadows any intrinsic motivation that the student may have had. The overuse of extrinsic rewards is a contributing factor to why many students do not seek challenges in their learning nor do they feel successful as learners.

33 Instead of participation for intrinsic factors, such as responsibility, challenges, creativity, opportunities to learn, and task achievement, students avoid dissatisfaction and seek tasks that are easy, comfortable, safe, and secure, particularly in regard to aspects of the environment. When students become dependent on reward-based environments, they expect that their behavior will always deserve a reward. Students are less likely to seek challenges, participate in an activity for the pure desire of achievement, and do not make notable academic gains in comparison to students who are motivated intrinsically to learn.

As teachers it is essential that we are aware of the damage that can be done when we are trying to motivate our students. The best way to avoid this pitfall is to create a classroom that gives students every available opportunity to be and become intrinsically motivated. Encouraging and scaffolding their love of learning will promote their future success in education, and hopefully, create life long learners.

Potential Challenges

Creation of an intrinsically motivated classroom will give students an opportunity for greater success in school because they will learn to love and appreciate their education. However, this is a great task. No two students are alike. Different life experiences will certainly affect how they approach school, teachers, learning, and future education.

Developing an environment that is geared toward students' success and intrinsic motivation will hopefully inspire students to do great things and love to learn. This task is not easy because each student is very different. Essentially it is up to the teacher to be persistent and know that all of the hard work will pay off if they continue to teach and guide his or her students towards intrinsic and life long learning.

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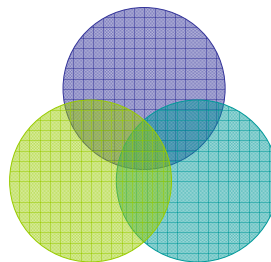
Self-Determination Theory

How to Promote Competence, Relatedness, and Autonomy

The self-determination theory is a motivational theory developed by Deci and Ryan in 1985. Self-determination theory focuses on what drives an individual to be self-determined or motivated intrinsically. Individuals have three innate needs to fulfill in order to be self-determined. They need to feel competence, relatedness, and autonomy. To facilitate a classroom in which students are intrinsically motivated, we need to provide an environment where students can experience these three basic needs and become self-determined.

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Autonomy



Competence

Relatedness

Competence

Competence is the knowledge of how to obtain external and internal outcomes through performance of specific actions. In other words, it is the knowledge of how to achieve a task or action. Competence is not only the act of achievement; competence builds confidence and strengthens skills. These acquired skills can then be built upon.

Students who achieve competence are able to:

- take risks
- seek new experiences
- try new things
- take on challenges
- ask questions
- use background knowledge to come to conclusions or complete tasks
- respond creatively
- feel confident setting and reaching goals

Building Competence Strategies

- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Increase the difficulty of the material as the semester progresses.
- Design assignments and tests that encourage the kind of learning you want students' to achieve.
- Illustrate and celebrate genuine progress and real achievements.
- Emphasize students' strengths.

Relatedness

- Relatedness involves the development of social connections that secure one's place in a social context.
- This is very important for children. They need to be aware and comfortable in their social environment. This means that they are aware of expectations, they know the structure or flow of the classroom, they feel comfortable and safe with their peers and teachers, and are secure enough to take risks.



- Creating a community in which each student feels relatedness is essential for them to become intrinsically motivated learners.

Creating Relatedness Strategies

- Create a welcoming, learning, and safe classroom community by using students input and ideas.
- Honor all contributions (verbal, academic, and physical) by students.
- Encourage and facilitate active involvement of students.
- Be sure that students are well aware of what they need to do to succeed in the classroom. Use rubrics, checklists, and post guidelines and expectations.
- Incorporate cooperative learning.
- Reinforce positive and proper treatment of how students treat and interact with each other.
- Minimizing negative language: *no, can't, won't, never, maybe, and if.*

- Stress positive language: *yes, I can, and I will.*
- Celebrate strengthening areas of weakness.
- Encourage students to learn from their mistakes.
- Establish, celebrate, and practice core values.



Autonomy

- Autonomy is an individual's ability to be self-regulated and to self-initiate his or her own actions.
- Intrinsically motivated students seek new challenges and desire the actual learning process.
- They initiate their own learning and are more driven to explore than students who are not autonomous.
- Students who are not autonomous do not actively seek learning and participate passively in what is given to them to learn, if they participate at all.

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Strategies for Encouraging Autonomy

- Help students set achievable and attainable goals for themselves.
- Stress the importance and benefits of goal setting.
- Help students know themselves as learners.
- Allow students to take control of their learning when they are ready (gradual release).
- Work from and with students' strengths and interests.
- When possible, let students have a say in choosing what they will study.
- Utilize student-centered learning techniques.

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Fulfillment of Needs – Competence, Relatedness, & Autonomy



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As students fulfill these three needs, competence, relatedness, and autonomy, they find true success and enjoyment from their learning. They become self-determined learners. The more this positive cycle is perpetuated by the student and facilitated by their teacher and environment, the more intrinsically motivated the student will become. Along with the success found from the learning experience, comes the development of life long learners. One need supports and promotes the next need. If one need is not met, the student may not find the same success.

Environment

A student's motivational orientation starts with the environment where learning takes place. The environment should be where learning activities, abstract or complex, are presented in a meaningful context so that students will be engaged and intrinsically motivated. It is important and valuable that the students are aware of the beneficial effects of the activity and to perceive the environment as a place that is appropriate for the learner's interests and abilities.



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When students are in environments that are adjusted to their needs and abilities, they become intrinsically motivated as a result.

When the teacher consciously considers the academic and social context in the classroom environment, which is created with his or her students, it becomes a place where students flourish and find their own motivation.

Creating an Intrinsically Motivated Environment

- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.
- Be enthusiastic; the teacher's energy transfers to the students.
- Collaborate with the students to create classroom expectations.
- Be consistent about expectations, treatment of students, and procedures.
- Set expectations and standards clear and attainable but also high.
- Avoid creating intense competition among students.



Verbal Reinforcement

Verbal reinforcement can be an incredibly useful tool for teachers to motivate students. However, it is a form of extrinsic motivation and if used improperly can undermine, and have negative effects on a student's intrinsic motivation.

The content and context in which praise is delivered can greatly affect how the recipient responds. However, Boggino, Main, and Katz reported that verbal praise can be used to increase intrinsic motivation in students if it is not given in a controlling context.

In addition, verbal praise can increase perceived competence. As perceived competence is increased, so is intrinsic motivation.



Some of the *benefits* of using verbal reinforcement include:

- appropriate classroom behavior
- increased perceived competence
- comfort in classroom environment
- promotion of proper social interaction
- development of rules and acceptable behaviors in a classroom community
- active listening



Some of the *drawbacks* of using verbal reinforcement include:

- perceived as a form of control
- decreased feelings of self-worth that lead to helplessness especially when given for exceptionally simple tasks
- creates excessive pressure on students
- ostracization of others who do not receive similar praise

When to use Verbal Reinforcement

- Verbal reinforcement should be given when it is genuine, and not given excessively. If a student is doing a good job, tell them. However, telling them too often makes praise less valued by the student.
- Often verbal reinforcement is used as a manipulator to get students to act or behave in a specific way. For example, a student is not getting out materials when they have been instructed to. The teacher says "Chris, I love how you are about to get your materials out". This statement is an encouragement to behave using verbal reinforcement. This is not a negative manipulation because it can encourage students to be on task with out embarrassing them publicly. However, when students perceive praise as not genuine, and know that it is manipulative, they may lose trust in what is said by the teacher.
- Using statements that assert power or control often cause resistance or resentment by the student. For example, "I want you to", "You need to", "You should", "You are required to".

Verbal Reinforcement

- Give frequent, early, positive feedback that *supports* students' beliefs that they can do well.
- Avoid messages that reinforce your power as an instructor or that emphasize extrinsic rewards. Instead of saying, "I require," "you must," or "you should," stress "I think you will find. . . ." or "I will be interested in your reaction." (Source: Lowman, 1990)
- Avoid demeaning comments.
- Use non-verbals to communicate positive messages instead of words.
- Be cautious not to over praise very simple tasks; this can belittle students and lower their self-esteem and intrinsic motivation.

Student Choice

When students are excited about what they are learning, they are naturally more enthusiastic and engaged, then when they are expected to learn about something in which they have no interest. In order for students to be, and continue to be, intrinsically motivated, they need to participate in determining what they learn about and how they learn best (Deci & Ryan).

50 When students are involved in their learning, they are more likely to produce positive learning outcomes and find more enjoyment in what they are learning. Therefore, it is to an intrinsically motivated classroom's benefit to allow students to be a part of deciding what they are going to learn about. This does not mean that the students are allowed unlimited freedom, but they are allowed a choice in what they learn.

It is also beneficial, as the facilitator, to provide students with different approaches to learning for different modalities and learning styles. An environment that does not allow students to participate in educational decisions, and is controlling, may have negative consequences on the

development of students' autonomy and affect their sense of relatedness in a community.

Students flourish motivationally when they are given the opportunity to learn and discover for themselves. When students are in control of their own learning, intrinsic motivation is increased (Poonam, 1997).

Three strategies that teachers can use to encourage this process are:

- Provide guidance, but let it not be mistaken for surveillance. It is not positive for students' motivation if they feel that they are being controlled. If they feel under surveillance they show substantially less interest in activities (Lepper & Green).
- Allow students to monitor and assess their own progress (Brophy, 1983).
- Intrinsic motivation will be maintained and enhanced when the student feels competent by learning through discovery (Adelman, 1978).

Examples of Student Choice

- The class has finished reading a book as a whole group and it is time to move onto a new book. Provide the students with a list of new books to read. Choose the list based on known interests of the students. Allow the students to vote by raising hands or secret ballot. If the class is particularly divided consider making two reading groups.
- It is time to begin a new science unit. Have a brainstorming session with the students in which they create a list of possible science topics that they find interesting and want to explore. Bring visual materials to get them excited and thinking about all of the options. Choose one together.
- Allow students the freedom to read what interests them during independent reading time.
- When students are done with their work, provide them with choices for what they may do. Include activities that consider all learning styles. For elementary students this could be different centers, math games, or other activities that are relevant to their

specific learning. For secondary students, provide them with a list of possibilities, a book review, listen to an author read a book and make a review on tape, draw or create an interpretation of a poem etc.

- Remain open to how students wish to complete an assignment. Allow them to make a proposal for how they wish to complete the requirement. For example, the students have been asked to write a book report. Two students are very interested in drama. They have asked to act out the book. Another student would like to complete the assignment by creating a comic book style report that includes the requirements. This is a wonderful way to incorporate students' interests into the curriculum. It also encourages creativity and problem solving skills.

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Incorporating Student Choice

- Ask students to analyze what makes their classes more or less "motivating."
- Teach from a wide variety of subjects.
- Use students' strengths and interests as a starting point for choosing subjects or lessons.
- Include students in the decision of what and how they will study and learn.



Personalization

To facilitate a classroom in which students are intrinsically motivated, instruction should be personalized (Taylor & Adelman, 1999). The reason for personalization is to provide maximum support and scaffolding for the student and to avoid the establishment of a classroom where the student experiences suppressed motivation due to a controlling environment. Teachers can create a personalized environment when they establish a positive working relationship. Instruction can be improved, and students can be intrinsically motivated when teachers actively personalize instruction to increase intrinsic motivation.

Strategies for Personalization

- Help students find personal meaning and value in the material they study.
- Link lessons to students' lives and real life experiences.
- Make students active participants in their learning.
- Vary your teaching methods to fit the needs and interests of your students.
- Know your students as learners and develop lessons and activities accordingly.
- Ask for feedback from students to know them as learners and to adapt teaching in the future.

- Know your students. What are their interests? They are always changing. Keep a list so that you can utilize them.
- Ask them, “What are you into these days” and incorporate what you find out.
- Keep books in the classroom that fit individual students’ interests. For example, cars, horses, art, insects, building.
- Give students the options and encourage them to write about, research, and explore what they are interested in for assignments.

Creativity



58 The ability to think and act creatively can be liberating and fun for learners. However, the presence of extrinsic motivation, especially in learning, can stifle creativity and lessen intrinsic motivation (Poonam, 1999). To promote intrinsic motivation in a classroom, the teacher should encourage creativity in problem solving, task completion, designing projects, thought, interpretation, and experiences.

Much of the learning experience requires creativity. Without a creative license many students feel controlled and confined. As students get older and think less creatively, the more creative pathways in the brain become weaker. They lose the ability to think and act creatively and lose their passion for exploration of learning. As the opportunities for creative thinking decrease so does intrinsic motivation and the likelihood that the life long desire to learn will flourish.

Examples of how to Encourage Creativity

- Encourage students to creatively solve problems or think outside of the box. When they accomplish this, discuss it with them and the class and illustrate how there are often more ways to solve a problem in most situations in learning and in life.
- When the students are given a task to complete, grant them the creative freedom to propose an alternative final product that will be more meaningful or personal for them. For example, the students are asked to make a historical timeline. One student would like to make a 3D model or hanging mobile, instead of simply writing it on a long piece of paper. Encourage them to do this.
- Praise students when they think creatively, dig deeper, and ask questions. Encourage the whole class to identify, participate in, and value the ability to think on a higher level, especially in situations in which students are expected to make an interpretation. Make sure to point out this creative ability when it occurs in a learning situation so that others learn to identify creative thinking.

Examples of how to Encourage Creativity

- Allow students to learn by doing, making, writing, designing, creating, and or solving.
- Encourage creativity in all learning situations.
- Ask higher level questions to challenge students' creative minds.
- Do not stifle students while they may be working something out – they may appear to not know what they are doing but they need time to work it out.
- Encourage questions and exploration of subjects. Keep a question log for research at another time. Honor their interests by allowing students to pursue these questions at another time.



As the Teacher...

- Build meaningful relationships with students.
- Hold high but realistic expectations for your students.
- Be enthusiastic about your teaching, subjects, and students.
- Emphasize mastery and learning rather than grades.
- Use extrinsic motivators sparingly.
- Be reflective – modify teaching style, lessons, behavior, discipline, classroom management, and speech when necessary.
- Be organized.



Suggested Further Reading

- Intrinsic Motivation and Self-determination in Human Behavior Deci & Ryan (1985)
- Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes
Alfie Kohn (1993)
- Motivation Matters: A Workbook for School Change
Margery Ginsberg (2003)
- Diversity and Motivation: Culturally responsive Teaching
Raymond Wlodkowski & Margery Ginsberg (1995)

Chapter Summary

The purpose of this project was to provide a teacher's guide in which teachers could develop a motivational perspective that focuses on their students becoming intrinsic learners and facilitating intrinsic motivation in their classroom environment. It included fundamentals of intrinsic motivation and life long learning, definitions of intrinsic and extrinsic motivation, a brief summary of self-determination theory, potential challenges, key components of an intrinsically motivated classroom (competence, relatedness, autonomy, environment, verbal reinforcement, personalization, student choice, and creativity), and strategies for creating a classroom in which students have the opportunity to become intrinsically motivated. This guidebook can be adapted to fit any grade level and can be used in all types of classrooms by all types of teachers and students. Chapter 5 will be a comprehensive discussion of three colleague reviews, potential future research, areas for improvement, and limitations of this project.

Chapter 5

DISCUSSION

Motivation to learn is essential for students to become successful in school. However, too often, motivation is very low or stifled during early years in school or it is done inappropriately. It becomes the responsibility of the teachers to provide the tools and environment where students find success and value in what they are learning, where students are intrinsically motivated to learn. The guidebook presented in Chapter 4 was developed as a tool for teachers to create and facilitate a place where students genuinely enjoy learning and are not reliant on extrinsic rewards to engage in their education. This guidebook provides strategies and ideas that will help a teacher create an intrinsically motivated group of students. It is a resource for teachers who may not know how or where to start creating this type of learning environment.

Objectives Achieved

There were two main goals of this project. The first goal was to provide teachers with the necessary information about the positive outcomes that occur when a student is intrinsically motivated to learn, and the negative outcomes that occur when a student is reliant on extrinsic motivators to learn. This objective was achieved through extensive research on intrinsic and extrinsic motivators in the classroom and their effects on how students learn. The compilation of this information summarized much of the information about motivational perspectives so that the guidebook is easier to read and utilize as a tool.

The second goal was to provide information that would enable teachers to: (a) identify the differences between intrinsic and extrinsic motivators, (b) become knowledgeable about the positive role of intrinsic motivation in every classroom, (c) provide strategies that will create an intrinsically motivated classroom, (d) and identify the teacher's responsibilities. The information provided in the guide book was designed to be a useful and usable tool for teachers who are passionate about the success of their students and wish to create and maintain an environment in which their students are invested in their learning.

Evaluations

This guidebook was presented and evaluated by three colleagues who all focus professionally on the topic of motivation in education. The main issue that was discussed was the specific strategies presented. Each reviewer agreed that many good general examples were presented but that the guidebooks usefulness would be improved with more specific examples. The author made adjustments to the guidebook and intends to add more specific examples as they are tested and used in the actual classroom. All three reviewers also agreed that the guidebook is a very useful tool for teachers, especially those who may not know where to start creating an intrinsically motivated classroom. It answers the question of "how" to implement intrinsic motivation in the classroom.

Limitations to the Study

This guide book was designed to be used by teachers across all grade levels. However, the guidebook may be more easily used if there were specific strategies and examples provided that are specific to a certain grade level, for example grades K-2, 3-5, 5-8, K-12 etc. Providing more specific examples that are also grade specific allows busy

educators to more practically use this guidebook. A final limitation to this project is that it does not address the importance of students' self-assessment of their own motivation.

Recommendations for Further Study

Recommendations for further research would include gathering many practical and concrete ideas for creating an intrinsically motivated classroom. By adding more specific examples, teachers would be able to try out the specific strategies instead of having to think up how to implement them, themselves. Teachers would be able to immediately implement these strategies everyday into their classrooms. Additionally further research needs to be done to identify the “staying power” of varying motivational strategies, such as the involvement of the students metacognitively.

Project Summary

The purpose of this project was to develop a guidebook for teachers who wish to create an environment where intrinsic motivation drives the success of their students. After extensive research was conducted regarding the topic of intrinsic motivation, the author was able to provide teachers with strategies that facilitate intrinsically motivated students who will hopefully become life long learners. The guidebook illustrated many ways to implement intrinsic motivation in a classroom, as well as how to avoid using negative extrinsic means of motivation. In conclusion, the guidebook was reviewed as a successful tool for teachers to use in their classrooms and will be accessible for educators to utilize in their actual classrooms.

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