Motivation & Decision Making in the Classroom

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Providence, Rhode Island
May 30, 2014

- Started like any other day
- Students were sitting for a final examination
- About 20 minutes into class, it happened....
Making the Decision

Naturalistic Decision Making is characterized by:

- Time and Pressure
- Great risk
- High stakes
- Multiple changing goals
- Infrequent occurrence (Schraagen & van de Ven, 2008)

Intuition

Maybe I sensed something unexplainable
Motivation and Goals

❖ My school had a transformational moment
❖ Motivation to change due to the event
❖ Our goal of safety was being compromised
❖ We have earthquake drills and fire drills for preparedness
❖ We are currently working with local police to develop Active Shooter training
❖ Faculty and staff are more aware, sensitive to behaviors
❖ Our new, finally spoken goal, was student/faculty safety.
Goal Setting

- Goals, are those things that someone wants to achieve (Locke & Latham, 1990)

- Students and faculty are more likely to meet goals if they make them themselves and write them down (Noddings, 1996).

- Annual evaluations usually require goal setting by faculty
Goal Setting

- We all do it in our personal and professional lives.
- Usually, personal and professional goals are not written.
- Research shows that goals are more likely to be attained when they are written.
- JRCERT makes us write the goals for our program.
  - This helps us ensure that they will be met.
SMART Goals

- Specific
- Measurable
- Achievable
- Realistic and Results focused
- Time sensitive

(Drucker, 1954)
First Week of Program

- Motivation Board for Goal Setting
  - Pictures of family
  - Money
  - Material things
  - Prestige
- Removal of Motivation Board
  - Humiliation
Thank you for telling me I couldn't do it. Please keep it up. The motivation has been most helpful!
Because of my Goals

- Specific: increase outcomes and stabilize the program
- Measurable: benchmarks & program effectiveness data
- Achievable: statistically, it is possible
- Realistic: I have overcome much more difficulty than this.
- Time sensitive: I gave myself three years
Motivation

- Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. (Cherry, 2014)

- Motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal. (Brennen, 2006)

- Low motivation leads to procrastination

- Three major components to motivation
  - Activation/Energizing
  - Persistence
  - Intensity
 Activation/Energizing

- *Activation/Energizing* involves the decision to initiate a behavior.
- This is what gets students engaged in learning or turned off about learning.

**Monday, 10am:**

There's really no point in starting a new project with only 39 hours left in the work week.
Persistence

- Persistence is the continued effort toward a goal even though obstacles may exist, even though it requires a significant investment of time, energy, and resources.
Intensity

📍 *Intensity* can be seen in the concentration and vigor that goes into pursuing a goal.

📍 One student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

📍 Why is it that students are so motivated when they start our programs? A year later?

📍 Learning is an active process, never passive.
Today I am feeling good about motivation. I am so motivated I've put procrastination at the top of my to-do list.
Procrastination

❖ Active Procrastination

❖ consciously putting off a task or a decision because you need more time to plan or investigate, or because you already have too much on your plate; not avoiding the task; believe that pressure makes them better.

❖ Passive Procrastination

❖ putting things off because decisions are difficult to make, overwhelmed by a task, lack of motivation.
❖ Fear, stubbornness, anger, defiance, or low self-esteem can unconsciously trigger passive procrastination.

❖ Typically negative with respect to academic performance
Breaking the Cycle

- **Awareness**
- **Assess emotions when procrastinating**
- **Outlook**
- Commit to doing something and don’t worry about expectations to build momentum and see progress
- **Check surroundings**
- **Check goals**
Motivating with Curriculum

✧ Build a curriculum that has student input.
  ✧ Advisory Committee is great for this
✧ Build a curriculum that teaches adults, not children
  ✧ Student-centered instead of content-centered
  ✧ Our students are adults and need to motivate themselves
  ✧ Our students must be self-reliant
    ✧ Faculty should not be motivating adults
  ✧ Treat students as adults and quit spoon feeding them
  ✧ Curriculum should be focused on critical thinking and problem-solving
✧ (Pew, 2007)
Andragogy

- **Need to Know:** Adults need to know the reason for learning something. Adults are internally motivated.

- **Foundation:** Experience provides the basis for learning.

- **Self-Concept:** Adults need to be responsible for their decisions on education, and need self-direction. Adults are goal oriented.

- **Readiness:** Adults are most interested in learning subjects having immediate relevance to their work and or personal lives.

- **Orientation:** Adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations. Adults are practical.

- **Motivation:** Adults respond better to internal versus external motivators and adults like to be respected. (Knowles, 1984)
Conclusion

“...the ends of all our exploring will be to arrive where we started....and know the place for the first time” - T.S. Eliot

Kathy Kalina, RN: hospice nurse and storyteller

“I never teach my pupils. I only attempt to provide the conditions in which they can learn.” - Albert Einstein