

# MOTIVATING THE MASSES

Understanding and Applying Different Motivation Theories  
in the Music Classroom

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# WHAT MOTIVATES YOU?

Take a moment to think about some of the reasons you enjoyed your music classes in school.

Think of the things that MOTIVATED you to practice, work hard, come to class on time, engage with the teacher, etc.

# MOTIVATION THEORIES – AN OVERVIEW

- Extrinsic Motivation
- Intrinsic Motivation
- Expectancy-Value Theory
- Self-Efficacy
- Flow Theory
- Attribution Theory
- Mastery Motivation (Mastery-Goal vs. Performance-Goal)
- Others – Fear, approval, esteem, utility, relevance, & enjoyment

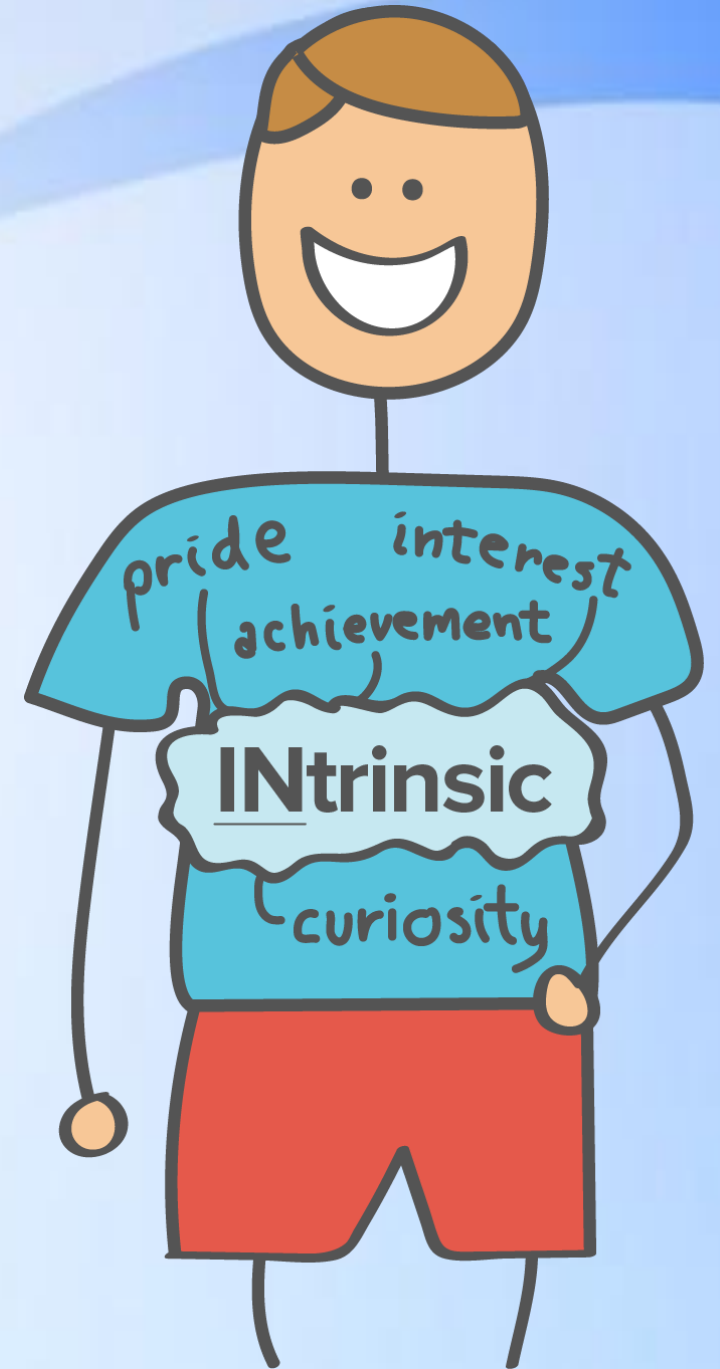
# Extrinsic Motivation

- Motivation comes from outside the student
- Can come from the teacher, an adjudicator, an organization, parent...
- PRODUCT-oriented



# Intrinsic Motivation

- Motivation that comes from within
- The “doing” is its own reward
- Interest in the activity is high enough that no one needs to prompt you to do it.
- PROCESS-oriented



(Ryan & Deci, 2000)

# Expectancy Value Theory

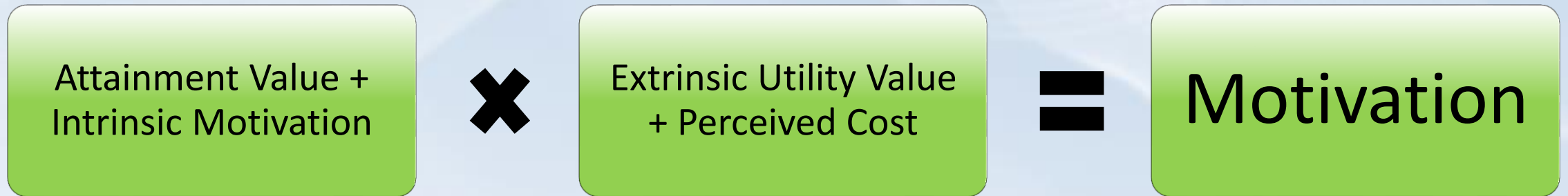
- Why should students care enough to do the task?
- Four factors:
  1. Attainment Value
    - How important is it to me to do well on this?
  2. Intrinsic Motivation
    - Do I enjoy doing it?
  3. Extrinsic Utility Value
    - How useful to me is the result of doing this?
  4. Perceived Cost
    - How hard will I have to work?



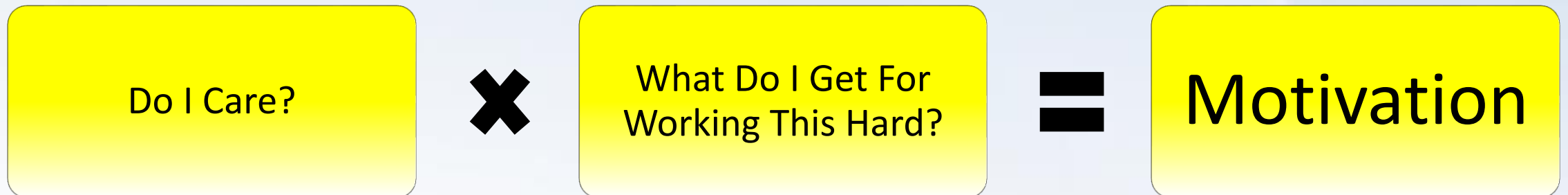
(Eccles, 1983 / Sansone, 2000)

# Expectancy Value Theory (cont.)

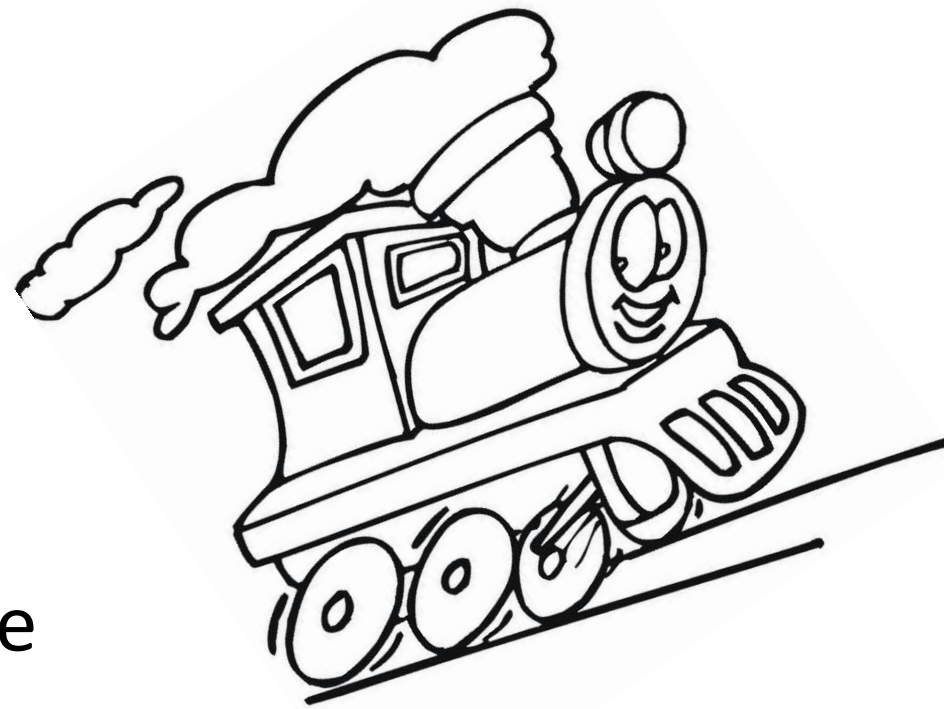
- The complicated version:



- A simpler version:



# Self-Efficacy



- A sense of competency
- **Different** from self-confidence
- Self-efficacy refers to beliefs about one's ability to succeed at specific tasks (driving, public speaking, playing the a piece of music)
- Self-confidence refers to belief in one's worth (it's far more general)

(Bandura, 1997)



# Flow Theory

- “Feeling the groove”
- “In the pocket”
- Can happen collectively or individually
- Especially during improvisation
  - Jazz
  - Drum circles
- Entrainment

(Csikszentmihályi, 1990)



# Attribution Theory



- “What was the CAUSE of my failure or success?”
- These are the forces that I attribute to my failure:
  - Ability
  - Effort
  - Task Difficulty
  - Luck
- These factors are Internal or External
- and Stable or Unstable

# Attribution Theory

	INTERNAL	EXTERNAL
STABLE	<b>ABILITY</b> I HAVE THE TALENT	<b>TASK DIFFICULTY</b> THIS IS HARD
UNSTABLE	<b>EFFORT</b> I WORKED HARD	<b>LUCK</b> I JUST GOT LUCKY

# Mastery Motivation

- **Mastery-oriented goal** = interested in mastering a skill (or subject)
  - More likely to persevere in the face of failure
  - Not concerned with competition
- **Performance-oriented goal** = interested in their performance compared to others
  - Less concerned with mastering the task
  - More concerned with status, recognition
- Another name for this is “**Achievement Goal Theory**” (e.g., Ames, 1992; Dweck & Elliott, 1983; Nicholls, Cobb, Wood, Yackel, & Patashnick, 1990).



# Other Motivations

FEAR

UTILITY

RELEVANCE

APPROVAL

ESTEEM



ENJOYMENT



# ONE ADDITION

- Not mentioned in the research I've shared with you, but something I KNOW to be true...



THEY HAVE TO KNOW YOU **CARE**  
ABOUT THEM  
&  
ABOUT THE MUSIC

# HOW DO WE USE IT???

- So how can we use this in our instruction?
- What **HABITS** can we form to motivate students from multiple angles?
- Try the MUSIC model ([www.theMUSICmodel.com](http://www.theMUSICmodel.com))
  - eMpowered
  - Useful
  - Succeed
  - Interested
  - Care

# Thought Experiment:

Come up with your own strategies!!!

- Pretend you're working on a new and challenging scale with your ensemble.
- Pick a Motivational Concept discussed today
- How can you tie that Motivational Concept to a strategy while your students work on a NEW scale.
- Share it out?!?!?



Let's share our strategies!



# MOTIVATION THEORIES – A RECAP

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# WRAP-UP

- We've all written
  - Learning Objectives
  - SWBAT statements
- But do we remember to embed MOTIVATION CONCEPTS?
- Are we thinking about why THE STUDENTS SHOULD WANT to do it?
- *THINK ABOUT YOUR MOTIVATIONAL LIST FROM THE BEGINNING OF THE SESSION...*
- Any questions or comments?

# References

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