

MODULE 15: MOTIVATION

Cognitive Goals

At the completion of this module the student-instructor should be able to:

- 15.1 Use his or her words to define intrinsic and extrinsic motivation
- 15.2 List intrinsic motivators of behavior
- 15.3 List extrinsic motivators of behavior
- 15.4 Given a description of behavior, identify the motivator for that student's behavior
- 15.5 Describe techniques to increase motivation in different types of students
- 15.6 Identify techniques to increase self-motivation for instructors

Psychomotor Goals

At the completion of this module the student-instructor should be able to:

- 15.1 Create and conduct an activity to identify motivational factors for students in a given class
- 15.2 Demonstrate behaviors that motivate students
- 15.3 Demonstrate how to create a classroom environment that is motivating to students

Affective Goals

At the completion of this module the student-instructor should be able to:

- 15.1 Appreciate students have different motivations for participating in an EMS course
- 15.2 Respect an individual's motivator for success
- 15.3 Value the need to rejuvenate motivation as an instructor

Declarative

- I. Why this module is important
 - A. Motivation is the key to getting students involved and becoming active participants in the education process
 - B. Students who value education are easier to teach
 - C. Instructors must motivate themselves to be the best teacher they can be
- II. Method to discover motivation within your students
 - A. Begin each course with an activity to identify the student's primary motivation
 1. Understanding their motivation can help identify the cause of positive and negative classroom behavior
 2. Helps you provide appropriate examples for why a student should do something you ask of him or her
 3. Helps you plan activities that build intrinsic motivation
- III. Intrinsic motivation
 - A. Comes from within the individual

- B. Includes:
 - 1. Desire to help others
 - 2. Wish to perform community service
 - 3. Personal growth and development
 - 4. Drive to succeed
- C. Some students have a high level of intrinsic motivation
 - 1. These students may help motivate other students
- IV. Extrinsic motivation
 - A. Comes from outside of the individual
 - B. Includes:
 - 1. Money
 - 2. Time off of work
 - 3. Job requirement
- V. Activities that help to motivate students
 - A. Set high standards for your class and students will rise to meet them
 - B. Establish clear and reasonable expectations for student behavior and learning outcomes
 - C. Whenever possible, allow students to participate in deciding what they will learn and how it is to be accomplished
 - D. Create challenges for students which require use of problem solving skills and create a sense of satisfaction
 - E. Utilize past experiences of students and call on their individual expertise
 - F. Create a desire to learn by helping students understand how they will use this information or skill
 - G. Respect the individual's commitments, preferences, and needs as adult learners
 - H. Be positive, encouraging and give praise when it is earned
 - I. Avoid embarrassing or humiliating students, especially in front of others
- VI. Circumstances which can drain an instructor of motivation
 - A. Abusive or rude students
 - 1. Model exemplary behavior
 - 2. Establish behavioral expectations verbally and in writing
 - a. Have rules and policies clearly defined and written in the student handbook
 - 3. Gain administration's support for policies before discipline is needed
 - B. Boredom
 - 1. Participate in career development activities such as seminars and committees
 - 2. Continue life-long learning
 - 3. Set new personal goals
 - 4. Change your routine in the classroom – if you are bored chances are the students are too
 - C. Lack of support from administration
 - 1. Participate in campus or department meetings
 - 2. Seek agreement on issues before they arise

3. Educate administration on your needs and education philosophies
- D. Budget constraints
 1. Apply for grant funding
 2. Seek sponsorship or donations for goods and services
 3. Barter for in-kind services (teach first aid or CPR in exchange for other services or goods)
 4. Conduct fundraisers
 5. Be creative
 - a. Flea markets and discount stores
 - b. Recycled equipment and supplies from other programs
 - c. Make it yourself
- E. Poor compensation
 1. Negotiate a raise based on industry standards for your position
 2. Seek benefits of value to you in lieu of more money
 - a. Conference or workshop attendance
 - b. Time-off
 3. Network for other positions
- F. Excessive hours
 1. Value the need for rest and recreation
 2. Get organized
 - a. Tasks take less time when you are organized
 3. Use work-study helpers, student aids and volunteers
 4. Take vacation when it is earned

Bibliographic References

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