

# **The Role of Motivation in Systematic Change to Organize Schools for Improvement**

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Linda B. Gambrell  
Clemson University  
([LGAMB@clemson.edu](mailto:LGAMB@clemson.edu))

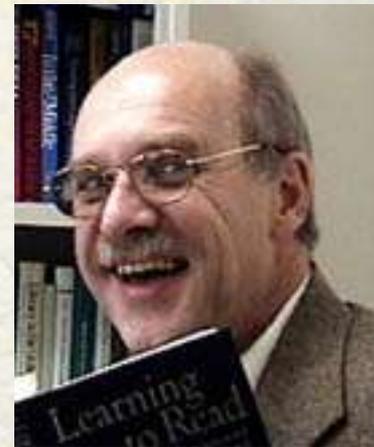
Presentation at the Literacy Research  
Association annual conference, Fort  
Worth, Texas, December 2, 2010

# Literacy Motivation: Researchers at the Forefront

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John Guthrie



Michael Pressley

# Issues in Motivation

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1. Classroom climate
2. Expectancy
3. Value

Brophy, 2008

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- How do we foster appreciation of the value of reading?

## Why MOTIVATION is important...

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Guthrie (2004) notes that data from the 1998 NAEP report revealed the following:

- the correlation between **motivation (engaged reading)** and **reading comprehension achievement** was **higher** than the correlation between reading comprehension and other demographic characteristics, such as gender, income, or ethnicity.

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- children from low-income and low-education family backgrounds, but who were highly engaged readers, **substantially outscored** students who came from high-education and high-income family backgrounds, but were less engaged readers.

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According to Guthrie, these findings suggest the “**stunning conclusion that engaged reading can overcome traditional barriers to reading achievement, including gender, parental education and income**” (p. 5).

## MOTIVATION...

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It is not a question of whether rewards enhance or undermine intrinsic motivation, but rather under what conditions do rewards *undermine* intrinsic motivation (Cameron, 2001; Deci, Koestner, & Ryan, 2001).

# Intrinsic Motivation and Rewards: What Sustains Young Children's Engagement with Text?

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Marinak, B. & Gambrell, L. B., *Literacy Research and Instruction, 2008*

This study explored the reward proximity hypothesis and the effect of choice of reward on the intrinsic reading motivation of average third grade readers.

# Participants, Setting, & Tasks

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- 75 third-grade students from three elementary schools in a large suburban school district were randomly assigned to treatment groups: 1) book reward, 2) token reward, 3) no reward.
- Authentic Task: Library book selection
- Free Time: Did students vary according to treatment condition in the way they spent free time (reading, math game, jigsaw puzzle).

# Dependent Variables

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Intrinsic motivation to read was measured by three indicators of task persistence:

1. first activity selected (reading, jigsaw puzzle, and math game)
2. time spent reading
3. number of words read

## First Activity Selected

	Book Reward Group ( <i>n</i> = 30)	Token Reward Group ( <i>n</i> = 30)	Control Group ( <i>n</i> = 15)
Reading	77%	17%	73%
Math Game	17%	53%	7%
Jigsaw Puzzle	6%	30%	20%

# Implications

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- Using rewards proximal to reading supports intrinsic motivation to read.
- Carefully chosen rewards can foster a culture of reading motivation:
  - \*BOOKS!
  - \*more time for SSR
  - \*more time for teacher read aloud...

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The findings from this study support the **reward proximity hypothesis** (Gambrell, 1996) and the notion that the proximity of the reward to the desired behavior is a particularly salient factor in enhancing intrinsic motivation to read.

# **Authentic Literacy Tasks: Reading, Writing, and Discussion in 3rd, 4th, and 5th Grade Classrooms**



## **Research Team:**

**Elizabeth Hughes, Clemson University**

**Wanda Calvert, Appalachian State University**

**Jackquelynn Malloy, George Mason University**

**Brent Igo, Clemson University**

**Linda Gambrell, Clemson University**

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What are authentic literacy experiences?  
Authentic reading, writing and discussion experiences are like those that are encountered in the day-to-day lives of people, as opposed to school-like activities such as completing worksheets or answering teacher-posed questions.

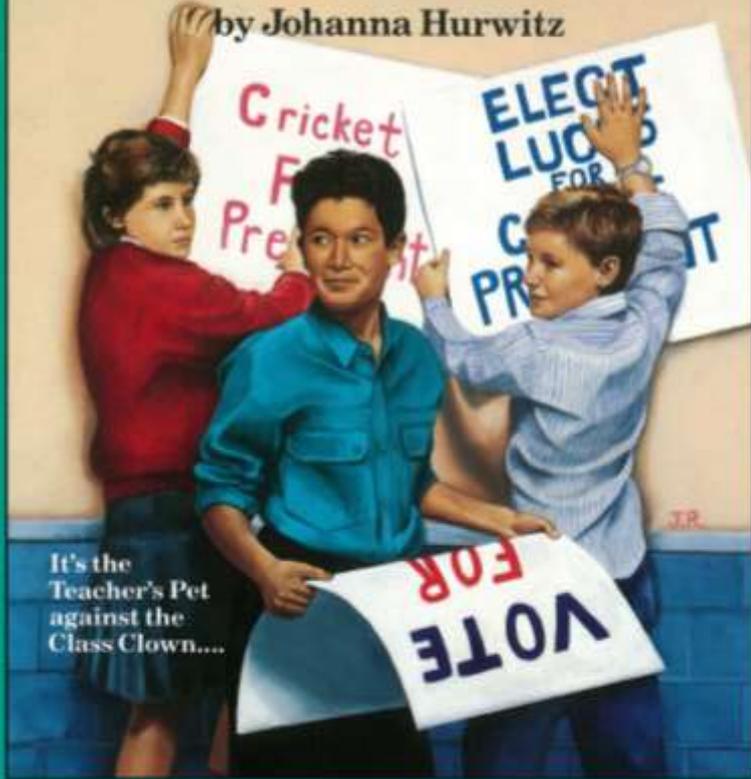
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- This study explored the effects of authentic reading, writing, and discussion tasks on elementary age students literacy **motivation** and **critical thinking**.

APPLE PAPERBACKS



# CLASS PRESIDENT

by Johanna Hurwitz

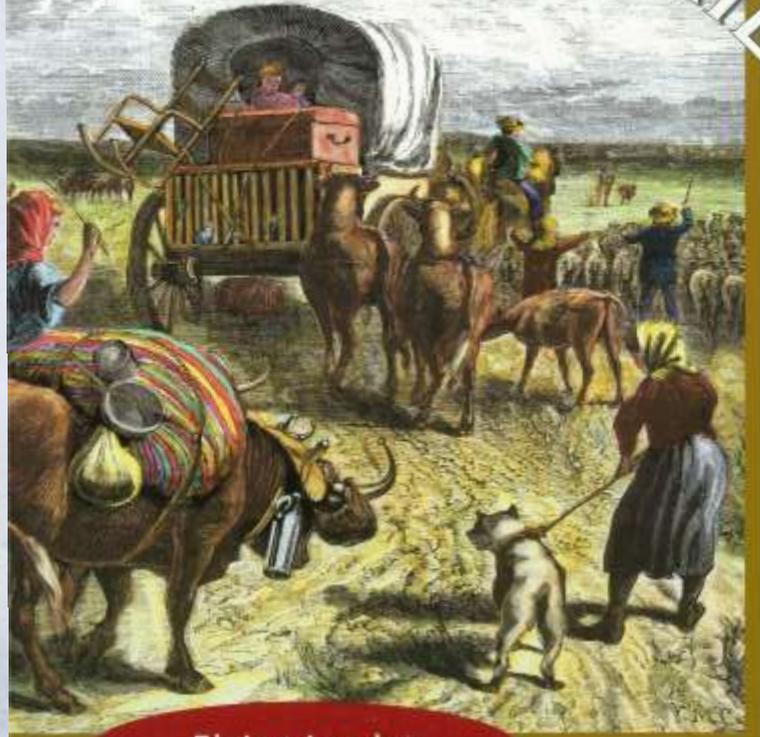


It's the Teacher's Pet against the Class Clown....

SCHOLASTIC

A TRUE BOOK

# OREGON TRAIL



Elaine Landau

SCHOLASTIC

Three research questions guided this year-long study of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students:

1. What is the effect of engagement with authentic literacy tasks on the reading **motivation** of fourth and fifth grade students?
2. In the context of authentic literacy tasks, how do small group **discussions** reflect accountability to community, knowledge, and critical thinking?
3. What do students report regarding their experiences of **participation** in authentic literacy tasks?



# Why discussion is important...

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*When students share their personal understandings with peers, they benefit as individuals, extending and enriching the personal understanding they build when reading on their own.*

P. David Pearson, 2005

# Concurrent Nested Mixed Methods Design

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- Quantitative pre- and post-test Literacy Motivation Survey
- Quantitative and qualitative analyses of student and adult letters
- Qualitative analyses of discussions, student interviews and teacher interviews

# **LMS: Pre - Post**

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(22 items)

**Pre-Intervention**

**Post-Intervention**

Mean/SD

Mean/SD

59.55 (23.13)

65.63 (10.47)\*

**P = .01**

# Assessing Peer-led Discussions of Text (ACCC)

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- I. Accountability to the Community
- II. Accountability to Content
- III. Accountability to Critical Thinking

(inter-rater reliability = 81%)

# Assessing Peer-led Discussions of Text (ACCC)

Rater: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_ Discussion #: \_\_\_\_

## I. Accountability to the Community

\_\_\_\_\_ student talk remains related to text/subject/issue

\_\_\_\_\_ student talk is NOT related to text

\_\_\_\_\_ related issues or topics are introduced and elaborated

\_\_\_\_\_ students expand on the ideas under discussion

\_\_\_\_\_ students clarify or define terms/ideas under discussion

\_\_\_\_\_ students summarize, paraphrase other students' comments

- *Example - students clarifying ideas under discussion:*
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Student #1 – “...it looks like they’re having church. Is that what they’re doing?”

Student #2 – “Yeah, because it says they started the first Sunday service whenever they got there. It says right here, ‘New Connecticut colonists hear their first Sunday service.’”

## II. Accountability to Content

- \_\_\_\_\_ students make specific reference to text to support arguments and assertions
- \_\_\_\_\_ students make clear reference to new knowledge gained in the course of the discussion
- \_\_\_\_\_ students use outside knowledge (prior knowledge, other text) that is accurate and relevant
- \_\_\_\_\_ evidence is provided for claims
- \_\_\_\_\_ unsupported claims are questioned
- \_\_\_\_\_ requests are made for factual information, elaboration, rephrasing, etc.
- \_\_\_\_\_ students call for definitions and clarification of terms

- *Example - students making specific reference to text to support arguments and assertions:*

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“Yeah, on page 11, it says, ‘When the women went visiting, they brought their spinning wheels along. They tied the spinning wheels to the back of their horse. Then they could spin while they visited...No one could say that they were wasting time...See that’s what I’m talking about. That’s real friendship.’”

### III. Accountability to Critical Thinking

- \_\_\_\_\_ students refer to a variety of texts
- \_\_\_\_\_ students connect ideas across the text
- \_\_\_\_\_ students agree/disagree, providing supporting information
- \_\_\_\_\_ students redefine or change explanations
- \_\_\_\_\_ students ask questions about concepts
- \_\_\_\_\_ students compare and contrast ideas
- \_\_\_\_\_ students make inferences and draw conclusions

- *Example - students asking questions about concepts:*

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Student # 1 – “...on page 40, ‘For headaches the Indians chewed on bark from the willow trees...today we know what the bark contains...”

Student # 2 – “I have a question, ...why did they eat bark from trees?”

Student # 1 – “They ate it because they found out that it helps them with headaches...the bark contains an ingredient in aspirin.”

## Student comments about Adult Pen Pals:

**“Well, I get most excited when our new books come, and when our new pen pal letters come, because I really love to hear what my pen pal has to say...and I really love to read the books and see if I have the same thoughts as my pen pal.”**

**“The best thing is making him, your pen pal, like your best friend, but just writing it on paper. I don’t know Brent that much but...I feel like I’m right in front of him, like he’s talking to me. And I feel like I know what his family, his wife, his dogs, his cats are like...”**

## **Students reported that the best part about being involved in the program was:**

- having a pen pal and getting letters (57%)
- reading the books (37%)
- writing letters to an adult pen pal (33%)
- receiving the books (20%)

## **Students reported that the most exciting thing about the program was:**

- receiving the letters from the adult pen pal (48%)
- receiving the books (24%)

- 4<sup>th</sup> grade student:

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We're like writers...and then we have discussion group...It's like "Oh, guys! This page was so interesting!" I like having a pen pal best 'cause you can have a best friend and not judge them by the outside.

- **Teacher journal entry – session 12:**

“... it has created a natural reading and writing environment that does not ‘stress out’ my kids. Even today a mother came into my room and talked to me about her daughter. She explained that her shy, quiet daughter has never come home and said anything positive about school. Her explanation of how her child struggled year after year with her mistakes outweighing her accomplishments and how that always kept her from trying – it broke my heart. (She) told her mom she could say anything in her discussion groups and no one would laugh...she could take ideas and then apply her own ideas and thoughts. I think this student is having fun and pushing herself instead of feeling pushed.”

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***“It is not enough to teach children to become readers and writers; we want children to leave our schools with the continuing desire to read, write, and learn. Our task is to pursue this vision so that it becomes a reality.”***

Carol M. Santa, 1997