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Group 5
CEP 883
Schwanda's Case Study

After reading Schwanda's profile:

1.   How do you see intrinsic motivation (or lack thereof) affecting Schwanda's school achievement? (It will add depth to your discussion if you cite specific theories or models, and the page numbers in the text where you read about them. Please be specific).

Schwanda seems completely disengaged from school. She appears to lack no intrinsic motivation that can best be explained by the social-cognitive behaviorism theory about motivation and the Achievement goal theory. Under this theory students' beliefs about their own academic ability, expectations, and goals are effected by their interactions with others within the classroom and school (Schoenfelder and Urdan 333). Messages the student is getting from people in the school such as teachers, librarians, administration, their peers, etc., about the importance of the information and the difficulty of the learning all plays a huge role in how motivated the student feels (Schoenfelder and Urdan 333). Besides these factors there are also two types of goals outlined under the achievement goal theory that are required to some level in order for a student to feel motivated. These are mastery and performance (Schoenfelder and Urdan 334). Under the mastery goal students are focused on learning the task, whereas performance is about being or appearing capable (Schoenfelder and Urdan 334). Although these two theories have differences, we saw a lack of intrinsic motivation in Schwanda that could be attributed to both theories. Schwanda's goals do no align with the goals of her school. She does not want to graduate and as she states is only in school because she is not able to drop-out until 16. Her goal is to work in her mother's restaurant which she feels she is ready to do now as it appears she already does a lot of work there. Jones and Jones state that they have never met a student that was unmotivated to learn, but rather "unmotivated in certain settings but highly motivated in others." (p. 225). Schwanda was highly motivated to learn within the context of her mother's restaurant, this means that we have to figure out what it is about the restaurant experience that motivates Schwanda that is lacking in the classroom experience. Jones and Jones give the following formula: motivation = expectation x value x climate. What is interesting about this formula is the fact that, as Jones and Jones pointed out, it's not linear. Lacking just one element, making it a 0 causes the whole answer to be a 0 (ie no motivation). It appears that Schwanda found 0 value in the activities that she was doing, because she could not see a real-world application for what she was doing in school. This problem is only furthered by the fact that she is not even allowed to touch books in the library. The one area academically that Schwanda appeared to discuss with some feelings of motivation was in regards to books and reading. However, this is not being fostered at her school. She is feeling acceptance in regards to his subject from her local library; not her school. How can she feel motivated when the message is being sent that she is not worthy of touching the schools books? She does not feel the mastery desire to learn the subjects in school the way we read about her feelings towards doing the books at the restaurant or the accolades she has received under performance mastery for her salad dressing recipe. Just the tone she uses when she writes about these topics is different because she has received reinforcements at the restaurant about her worth there. She feels not motivation at school because she does not see the value in it. She feels a lot of motivation to work in the

restaurant because she does not feel rejected there. People do not make fun of the way she speaks and she has received praise for doing well.

2.   Speculate about Schwanda's preferred style of learning. What cultural issues might be relevant in her case. Upon what evidence are you basing your speculations? How might understanding her learning style help you differentiate instruction for Schwanda?

Schwanda appears to be a hands-on/active learner, meaning that she prefers a tactile/kinesthetic style of learning (http://www.ldpride.net/learningstyles.MI.htm). With this learning style, people learn by doing. Evidence of this is her discussion on how she "figured out a new way to make salad dressing" which means she did not follow a recipe or watch somebody else; she just went about the task of completing it and taught herself by doing. Understanding her learning style will allow the teacher to create lessons that differ from traditional practice because she can do hands on activities. As a teacher of Schwanda, a hands-on activity to solve a problem - perhaps within a timeframe - coud be something that would appeal to her. Also, she does not want to learn about things that she feels are not applicable to her. She states that she doesn't want to figure out the train schedules because somebody else already does. Teachers can find ways to make connections to things that matter in her life and she may feel more motivated to learn. Culturally, Schwanda appears to be very family oriented. She feels a deeper connection to her family than the people she encounters in her school. There are many cultures where your family is first and should matter above all things. It is probably not uncommon in her family and community for students to drop-out in order to help provide for their families. Therefore her lack of motivation is rooted in her family as well and the teacher could try to reach out to the family. Based on the picture of Schwanda, she appears to be African American (but we hate to make assumptions about what is NOT said) and in Jones and Jones on page 234 it is said that, "African Americans, Hispanic, and Native American students tend be to b field-dependent learners who needs to be more actively involved in the learning process (Jones 234). Her ethnicity could then be relevant to her preferred learning style.

3.   Next, discuss some ways to use the TARGET approach to enhance her school motivation. You should suggest at least one strategy for each of the TARGET areas. Provide a brief rationale for each suggestion. You should consult the Jones and Jones chapter for ideas. You can do this in narrative form, but it may be helpful to use a TARGET worksheet (click for a summary TARGET worksheet for Schwanda)

The targeted approach will help increase Schwanda's motivation because it is designed to differentiate instruction from traditional practices. By having a variety of learning activities, shared authority, better recognition, creating a learning community, constructive criticism and re-dos, and flexibility in the classroom students such as Schwanda will feel more motivated. Please see the TARGET model that summarizes Group 5's suggestions for Schwanda.

Target Structure	Traditional Practices	TARGET recommendations	Suggestions for Schwanda
Task	Textbook-based curriculum emphasizing textbook reading, recitation lessons,	There is a greater variety of learning activities, selected to emphasize tasks that students find interesting and intrinsically	Allow Schwanda lots of opportunities for choice. Differentiate

workbook tasks, and tests. All students are exposed to the same input and engaged in the same activities, with emphasis on content coverage and memorization. Motivation is addressed primarily through the grading system, perhaps augmented by various forms of intrinsic rewards.	engaging and to connect with students' backgrounds and experiences. Activities are introduced with emphasis on their purposes and are developed in ways designed to maximize their intrinsic appeal and help students to appreciate the value of what they are learning (rather than with emphasis on texts, grades, or extrinsic rewards). To help ensure that activities are optimally challenging for all students, students are taught goal setting and self-regulation skills, and if necessary, are assigned to information sources and learning tasks of varying difficulty.	Instruction through a variety of teaching strategies that are responsive to her learning styles (Jones 246). Develop attitude by showing relevance to her own life so that she can see the connection to her life, resulting in a greater intrinsic value (Jones 227). Clearly convey the objectives, reasons, activity, and assessment of each assignment to her prior to beginning (Jones 229). Give more than one logical and practical explanation for the assignment. Have learning goals that are connected to her choices, goals, and interests (Jones 234). Incorporate culturally relevant content (Jones 238). She is a kinesthetic learner so try to incorporate palatable learning opportunities consistent with this style (Jones 251). She has an intrapersonal intelligence and therefore the teacher should ask her to; 1) Employ metacognition; 2) Use

			Self Talk; 3) Work independently (if she desires); 4) Solve it her way; 5) Understand herself; 6) Journal it; 7) Rehearse it; 8) Use prior knowledge; 9) Connect it; and 10) Have Ownership (Jones 251).
Authority	The teacher dictates classroom rules and makes unilateral decisions regarding curriculum and instruction. Students' general behavior is tightly regimented within school and classroom rules and their exposure to learning opportunities is heavily determined by the teacher and their textbooks.	Authority is shared with students and exercised with consideration of their needs and feelings. Their content-related interests and questions are solicited and addressed. They frequently have opportunities to make choices in deciding what to do, to exercise autonomy in deciding how to do it, and to participate in decision making about classroom rules, procedures, or learning opportunities.	Establish inclusion by creating a classroom where students and teachers feel respected and connected to each other (Jones 227). Let her have some accountability for her learning by creating multiple options for assignments/giving her more choices. Create problem solving activities. Allow her to help develop expectations/rules. Have her create a list of things she would like to learn (Jones 238). Have hers create a KWL chart (Jones 238). Allow her to make choices before and during learning (Jones 238). Allow her to select her seat (Jones 248).
Recognition	At least implicitly, students are always in competition for recognition and	Recognition is provided to all students who make noteworthy progress, not just to the highest achievers. Students are	Provide praise for the L section of her KWL chart (Jones 238).

	rewards. Certain students consistently receive high grades, have tier work praised and publicly displayed, and win whatever competitions, prizes, or awards are made available. Other students rarely if every enjoy these recognitions and rewards which are based primarily if not solely on absolute levels of accomplishment, without regard to individual differences in the levels of effort that went into their accomplishments.	recognized for a broad range of achievements (not just high scores on tests); recognition is based on levels of progress made toward individually established goals; and most recognition takes the form of privately communicated appreciations of effort and progress rather than public celebration of the accomplishments of the highest achievers.	Create opportunities for structured sharing where she can receive recognition for her accomplishments (Jones 239). Have her use learning logs (Jones 239). Allow her to experience success (Jones 254). Provide one-on-one praise versus public praise. Celebrations for problem-solving strategies.
Grouping	The class is an aggregate of individuals rather than a coherent learning community. Students interact frequently with the teacher but rarely with one another, and they work mostly alone on assignments. If used at all, grouping is used to set up competitions or to differentiate students by ability or achievement level.	The class functions as a learning community that features collaborative norms and expectations. Students frequently work in pairs of small groups to engage in the social construction of knowledge. Group assignments are varied and based on friendships, common interests, or other considerations in addition to or instead of achievement level, and students are encouraged to cooperate rather than compete as learners.	Allow her to decide if she wants to work alone, in a pair or in a group (Jones 248). Allow her to select her seat (Jones 248).
Evaluation	All students are evaluated using the same assessment instruments (typically conventional tests). Feedback is often public and emphasizes absolute levels of performance (number or percentage of items answered correctly) or normative comparisons (a	Evaluation features a variety of assessment instruments and an emphasis on helping students to recognize and appreciate the progress they have made toward individually suitable goals. The system for converting assessment results into report card grades includes provisions for allowing students to take alternate tests, revise their work	Have her complete the L section of their KWL chart and go over the finished KWL chart so she can see what she has learned (Jones 238). Allow her to occasionally re-do an assignment with constructive criticism

	students' relative standing within the class or some larger sample). It often is delivered in ways that encourage students to view it as assessment of fixed levels of performance capacity rather than of increments in ability development	on assignments, and in other ways improve on initially disappointing performance levels.	markings. Allow for authentic assessment in which she can demonstrate mastery in different ways other than standard testing (Jones 257). Provide her with realistic and immediate feedback (Jones 259).
Time	Teacher and students are locked into a rigid schedule in which each day is divided into 30-60 minute periods. Activities that require more time than this schedule allows are not included in the curriculum, and even scheduled activities frequently must be cut short or interrupted and resumed on another day because a time period is ending.	Time is scheduled more flexibly so that a greater range of activities can be included. In addition, instead of always being told what to do and when to do it, students frequently work on major projects that allow them to exercise autonomy in managing time and other learning resources (e.g., interactions with information sources or collaborating classmates). Students who need it are given extra time to complete their assignments.	Provide her flexibility with time. Allow her to decide whether or not she wants to study at school or at home (Jones 248). Allow her time to integrate learning (Jones 259). Allow her individualized time lines for project completion (Jones 260).