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Two educational ideals

 Motivate students to become selfregulated learners

2. Induct students into the discipline: "mode of thinking" in music

Pilot Study No. 1

- Student-owned blogging strategy
- Sample size: 6
- 4 out of a choice of 6 blogging tasks
- Learning objective: higher-order thinking in music
- Post-study survey

Pilot Study No. 2

- Group-owned blogging strategy
- Sample size: 2 groups of 3
- Blogging task: group project on pop songs or musicals
- Learning objectives: higher-order thinking + more integrative & collaborative learning
- Post-study survey

Two pedagogical maxims

1. Allow students to take ownership

2. Teacher needs to be involved throughout

Self-determination Theory

(Deci & Ryan, 1985)

Two kinds of motivation:

- 1. Intrinsic motivation
- 2. Extrinsic motivation
 - External regulation
 - ii. Introjected regulation
 - iii. Identified regulation
 - iv. Integrated regulation

Condition for intrinsically-motivated behaviours

Satisfaction of innate psychological needs:

- The need for autonomy: self-determination
- The need for (perceived) competence

Supported by

"Informational" environment: satisfy the need for a sense of relatedness

Methodology

Data in the form of

- > Students' blog discourse
- Post-study survey
- > One student independent essay

Methodology

Harter's (1981) motivation scale

- Motivated by curiosity vs motivated by desire to please teacher
- ii. Motivated by desire for personal satisfaction vs motivated by grades
- iii. Preference for challenging schoolwork vs preference for easy assignments
- iv. Independent vs dependent learning
- v. Having internal criteria for success/failure vs depending on external ones

Edu-blogging in SDT terms

Extrinsic and amotivating factors

- Deadlines and grades
- "Public" exposure
- Peer evaluation
- Students' heavy workload
- IT-related problems

Doomed for failure?

Mitigating factors

- > Element of choice
- > Informational supports
- Effectance-promoting feedback
- > Expectation to 'teach'

Extent of intrinsically-motivated behaviour

Circumstantial evidence:

- Motivated by curiosity vs motivated by desire to please teacher
- Motivated by desire for personal satisfaction vs motivated by grades
- Preference for challenging schoolwork vs preference for easy assignments
- ✓ Independent vs dependent learning
- ? Having internal criteria for success/failure vs depending on external ones

Extent of learning-to-be

- Evidence of disciplinary thinking in music (incl. higher-order thinking)
- E Permanent assimilation?

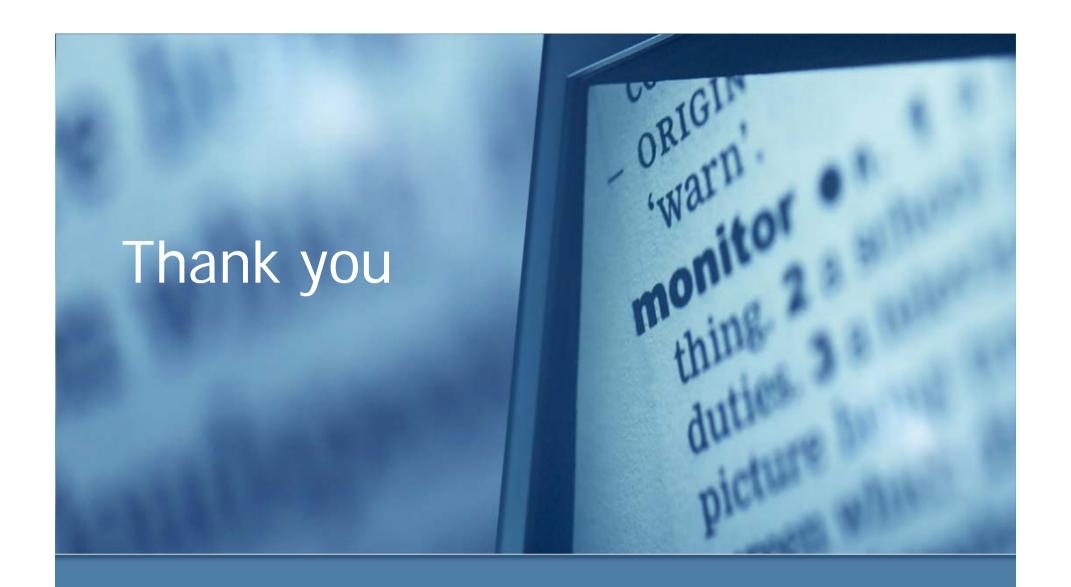
Table 2: Some recommendations to motivate learning

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	SDT considerations	Some general recommendations
	For intrinsic motivation	
	pertaining to the need for a sense of autonomy	Design assignments that offer students choices, preferably catering to their personal interests (but informational limits as opposed to controlling ones can be set)
	 pertaining to the need for perceived competence 	Task must be sufficiently but not overly challenging
	F	Enable students through prior teaching and/or sufficient scaffolding
	 pertaining to the need for a sense of relatedness 	Respect the students, connect with them, establish a sense of being a member of a learning community
	More generally in terms of	Adopt an autonomy-oriented style of communication
	informational supports • dealing with external regulation	Be assuring and encouraging, give positive feedback
	 concerning introjected regulation fostering identified and 	Help students feel positively connected within the learning community
	integrated regulation	Make the whole learning journey/experience pleasurable

In essence,

 be mindful of the effects of intrinsic and extrinsic motivating factors as well as of the learning environment to meet innate psychological needs

 craft blog-based assignments that foster learning-to-be



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