



What do we mean by motivation?

To get flow there must be intrinsic motivation. The word motivation comes from the Latin *movere* meaning to move. This is a useful way to think about teaching because teaching is really about moving people. This doesn't mean moving a disruptive student from the back of the class to be closer to your desk (though this might be necessary sometimes), but moving the students you teach towards becoming self-motivated learners who strive to learn and make progress.

The best motivational techniques that teachers use to stimulate their students fall into two specific categories: extrinsic motivation and intrinsic motivation

Extrinsic motivation is when motivation comes from the outside. Without that external 'pressure' someone would not undertake the challenge that's been set for them. This form of motivation involves using punishments (sticks) to get less of the behaviour you don't want, or rewards (carrots) to get more of the behaviour you do want. It might also mean deliberately creating disturbance in the students' minds so that they can see the benefits of doing things differently.

Intrinsic motivation is when someone does something that they want to do rather than what they are obliged to do. This type of motivation is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure or reward. An example of this would be when a student does more than the required research because they are so interested in the work.

The bulk of this chapter covers intrinsic motivation, but first let's explore extrinsic motivation.

Taken from Chapter 3, page 54 of Engaging Learners