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Internship Seminar

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Annotated Bibliography for Action Research Project

#### Cho, H., Wehmeyer, M. L., & Kingston, N. M. (2012). The Effect of Social and Classroom Ecological Factors on Promoting Self-Determination in Elementary School. *Preventing School Failure*, *56*(1), 19-28. 10.1080/1045988X.2010.548419

This article was not as helpful as I was expected as it was focused much more the quantitative data rather than qualitative data which describes what the teachers actually used within their classrooms to help students develop self-determination. Another factor of this article was the focus upon students with disabilities rather than the student body in general. My research is very focused upon ways in which to help the entire classroom learn to have a desire to learn and not distract from other student’s learning. This article was interesting because it did talk about the frequency of teaching self-determination to students, but without the descriptions of the methods of those teachers it was not really relevant to my action research.

#### Crooks, T. J. (2016). The Impact of Classroom Evaluation Practices on Students. *Review of Educational Research* 58(4), 438 - 481. [10.3102/00346543058004438](http://dx.doi.org/10.3102/00346543058004438)

Crooks makes some amazingly applicable observations and draws some excellent conclusions about the dangers of and benefits of evaluation practices in the classroom. Ideas which really interested me involved a teacher’s ability to create community focused and improvement focused tasks rather than competitive and comparative tasks that prevent students from building positive memories and self-esteem during learning related activities. If students always feel that they will fail, they choose to avoid activities that they feel they constantly fail at. Appropriately planned evaluations that provide students a chance to do something where they stand a decent chance at success without too much external pressure increases students chances of doing well and building positive self-esteem from their learning. The article goes into a great deal of detail about evaluations far beyond what I have described here, but the section on student motivation was most relevant to my action research. I still feel this article had valid information about ways to motivate students intrinsically within the classroom.

Hoff, K. E., & Ervin, R. A. (2013). Extending Self-Management Strategies: The Use of a Classwide Approach. *Psychology In The Schools*, *50*(2), 151-164. http://dx.doi.org.cwi.idm.oclc.org/10.1002/pits.21666

This article really interested me on many levels. In each classroom I have been in so far I have seen classwide approaches to self-management and I really appreciate the appeal of them. Students tend to behave better if their peers care about how they act as well, though not in every case. This article highlights a decrease of behaviors that detract from learning such as talking out of turn, and even students with ADHD and other disabilities within the classroom decreased behaviors when teachers developed and then allowed students to help decide how they did in following the rules of the classroom. They received incentives for getting close on the 1-5 scale to where the teacher’s evaluation was of how they did which encourages honest self-reflection. I hope to take these ideas into my classroom in order to help my students self-regulate and increase learning within my classroom. Something I want to keep in mind though is that while behaviors decreased, they did not disappear, so I need to be understanding and expect that behaviors can still be present even when excellent classroom management techniques are in place on a whole-class level.

Kusurkar, R. A., Croiset, G., & TEN CATE, Olle Th. J. (2011). Twelve Tips: Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from self-determination theory. *Medical Teacher, 33*, 978–982. 10.3109/0142159X.2011.599896

This article focuses on 12 steps towards autonomy-supportive teaching based around Self-Determination Theory literature. The literature provided information and the authors supplied a synthesis of steps they gathered to help teachers increase intrinsic motivation and autonomy in the classroom. The majority of the themes within the article include creating positive relationships with students and using powerful instructional practices to help students have challenge and success so they desire more learning. The source was compiled by two professors in medical education and one researcher of education but it appears that the materials discussed would benefit instructors of any age group. The idea of positive relationships with students goes well in hand with Reeve’s article on autonomy-supportive teachers. This term seems to be surfacing a lot in the course of the research so far. This is an article I hope to hang on to for the increase of autonomy-supportive teaching within my own classroom.

Leptokaridou, E. T., Vlachopoulos, S. P., Papaioannou, A. G. (2014). Experimental longitudinal test of the influence of autonomy-supportive teaching on motivation for participation in elementary school physical education. *Educational Psychology*. 10.1080/01443410.2014.950195

This article outlines the details of a study on 54 5th and 6th grade students in Greece where in a physical education class they either weren’t or were given autonomy-supporting motivation during their teaching. The same teacher taught both classes, but only offered the motivation for one of the groups. The study found that students in the control group did increasingly poorly, especially by midterms and at the end of the trimester. This study clearly showed the correlation between student’s positive relationship and encouragement from teachers, along with success and appropriate challenges, can help students do well in the classroom. This study was conducted by Leptokaridou and Vlachopoulos who are from the Department of Physical Education and Sport Science at Serres, Aristotle University of Thessaloniki, Serres, Greece; and Papaioannou who is from the Department of Physical Education and Sport Science, University of Thessaly, Trikala, Greece. Again limitations included a lack of age range which could lend different results, but also a desire for a larger sample size and a study on the gender of the PE teacher affecting the student response as well. This article pulls in the same points about autonomy-supporting teachers who form positive relationships with their students and use appropriately challenging instructional techniques can greatly increase a student’s intrinsic desires to work in the classroom. The running theme has been consistent throughout, and creates a desire within me to follow the path of autonomy-supportive teaching in the spring.

Moberly, D. A., Waddle, J. L., & Duff, R. E. (2005). The Use of Rewards and Punishment in Early Childhood Classrooms. Journal Of Early Childhood Teacher Education, 25(4), 359-366.10.1080/1090102050250410

Moberly, Waddle, and Duff make many good arguments in their article. Among the most powerful and salient for me was the discussion of extrinsic motivation strategies, and the damage they can do within the classroom. They emphasize that their focus is on citing the common management techniques used in schools in Missouri, but there are obvious bias that surface in their writing to emphasize the use of instruction and better pedagogy to prevent behavioral issues over using any form of external motivations even verbal ones. They argue that better instructional strategies and drawing the students into engagement prevents most behavioral struggles so these extrinsic motivations are a waste of time, effort, and money, which is exactly how I’ve been feeling all year long. I really feel that if I can get my students to understand and enjoy learning, behaviors won’t surface as often and when they do it will be a matter of appropriate response and reminder of community learning expectations that should help repair the damage. Additional research in extrinsic motivation is something that may be warranted in order to verify or discount the topics discussed here. If extrinsic motivation works, I would like to see ways that work to develop intrinsic motivation over creating a dependency on external motivators.

Nie, Y., & Lau, S (2009). Complementary roles of care and behavioral control in classroom management: The self-determination theory perspective. *Contemporary Educational Psychology*, *34*, 185-194. 10.1016/j.cedpsych.2009.03.001

This article is a study done in Singapore of 3196 Grade 9 students in 117 classrooms. The study took into account gender and socioeconomic status and then demonstrated that both care and behavioral control had a positive effect on student engagement. The danger lies in using only behavioral control, which is when misbehavior increases, while care increases student’s satisfaction at attending school. The study had limitations including a reliance on students for self reporting during the study which could affect data. In addition, other age ranges may offer new insight to the study as well. Nie is from the National Institute of Education, Nanyang Technological University, Singapore and Lau is from the Department of Psychology, University of Hong Kong, Pokfulam Road, Hong Kong. This study is also limited since it didn’t take place in the United States, but the findings contribute to the discussion on the importance of care, or positive relationships, for the students in a teacher’s classroom. So it is still relevant to my desire to discover the best ways to inspire students to do be autonomous in the classroom.

Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *Elementary School Journal*, *106*(3), 225-236. Retreived from <http://selfdeterminationtheory.org/SDT/documents/2006_Reeve_TeachersAsFacilitators.pdf>

This article focuses on the idea of self-determination theory and how teachers can encourage autonomy support and structure. This article focuses more on a discussion and observation of the best options for improving self-determination in students. Students who have a high quality relationship with their teachers through attunement, relatedness, supportiveness, and gentle discipline generally are found to have positive motivation and discipline. Overall the article appears to be accurate and I feel it goes along with my ideas about the topic of intrinsic motivation for students. Positive relationships are an essential part of learning, and the self-determination connection for students is a wonderful result of the positive relationships teachers and students should form for learning.

Rock, M. L. (2005). Use of Strategic Self-Monitoring to Enhance Academic Engagement, Productivity, and Accuracy of Students with and without Exceptionalities. *Journal Of Positive Behavior Interventions*, *7*(1), 3-17. http://dx.doi.org.cwi.idm.oclc.org/10.1177/10983007050070010201

I almost skipped this article because it was focused on such a narrow number of students, but after reflecting on the troubles of keeping some individual students in my classroom engaged I was interested to see what methods worked for these students to teach them to keep themselves engaged during learning. It seems that while whole class methods of self-direction are helpful for some, it is also essential to teach other students ways to help themselves refocus in order to foster independence for students who have to learn to keep themselves focused as they advance through elementary school. The goal of the ACT-REACT method is to teach students to develop a goal, work towards the goal, and then evaluate the goal at the end then do the process over again. What is recommended also is a gradual increase of independence so the student can learn to use this system on their own. I think that whole class methods have to be used in tandem with individualized methods, and this method appeals to me because of the gradual increase of independence which is necessary in order to help students develop that intrinsic motivation to behave in ways which help learning rather than detract from it.

Wood, M. M. (2001). Preventing School Failure: A Teacher's Current Conundrum. *Preventing School Failure*, *45*(2), 52-57.

Wood discusses some great concepts in the course of this article including the reasons why schools are failing and ways in which we can help schools succeed. I agreed with most of the concepts within the article and really enjoyed reading it because of the positive focus on how to fix the problem rather than focusing on the challenges that exist in our efforts to solve the problem. My favorite section discussed student needs and the followed with classroom management techniques with an easy analogy of teachers needing to be a cheerleader, coach and sometimes a referee to their students. In reading this portion I realize that the struggle I am facing right now is making the different activities we do daily interesting and engaging for my students. It is so easy to get bored with tasks that are done daily, so I have been struggling with keeping all the students engaged with the work we are doing. I need to do better to make things interesting in order to help students want to be engaged, leaning harder on the cheerleader and coach side of the spectrum and trying to distance myself from the referee which keeps us from developing those intrinsic motivations which I would so rather foster within my classroom. What great insight with such relevance to the problems with engagement I have been seeing within my own class.