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Unlocking Reading Motivation: Fostering Reading Engagement Through Self-Efficacy and Collaboration

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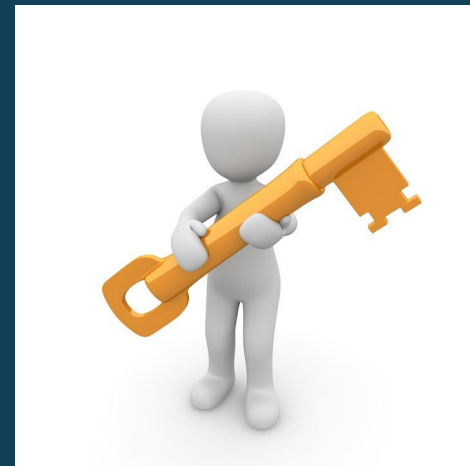
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Unlocking Reading Motivation:

Fostering Reading Engagement Through Self-Efficacy and Collaboration

Presented by
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“Motivation [is] the
values, beliefs, and
behaviors surrounding
reading.”

-(Gambrell, 2015)

What motivates you to read?



Why it matters...



- Impacts reading ability (Wigfield, Allan, & Wigfield, 2000)
- Makes the difference between learning that is superficial and learning that is internalized. (Gambrell, 1996)
- Reluctant readers will lose academic ground. (McKool, 2007)

How do we foster reading motivation in the classroom?



Six Principles of Motivation

1. Elevating Self-Efficacy
2. Structuring Collaboration for Motivation
3. Connecting Outside with Inside School Literacies
4. Making an Abundance of Interesting Texts Available
5. Expanding Choices and Options
6. Engendering Interest in New Learning

(Brozo & Flynt, 2008)

Self-Efficacy

The belief and confidence students have about their capacity to accomplish meaningful tasks and produce a desired result in academic settings

(Brozo & Flynt, 2008)





Elevating Self-Efficacy

- Respectful, responsive classroom culture (Oldfather, 1993)
- Student choice (Brozo & Flynt, 2008)
- Strategy instruction (Wigfield & Guthrie, 2000)
- Lesson Purpose (Turner & Paris, 1995)
- Feedback from moderately challenging tasks (Turner & Paris, 1995)

Self-Efficacy: Practical Applications for the Classroom

Classroom Culture



- Allow self and others to make mistakes (Oldfather, 1993; Turner, 1995)
- Allow students to construct personal meanings from text (Oldfather, 1993)
- Use of open tasks (Turner & Paris, 1995)

Student Choice



- Choice of reading material (Oldfather, 1993; Edmunds & Bauserman, 2006)
- Student input into nature of instructional activity (Miller & Meece, 1999)
- Choice in sharing their interpretation of texts (Oldfather, 1993; Pitcher et al, 2007)
- Multiple “avenues to success” (Turner & Paris, 1995)

Strategy Instruction



- Competence as readers (Turner, 1995)
- Connecting new information with prior knowledge (Gambrell, 1996; Wigfield & Guthrie, 2000)
- Most needed in elementary and middle: prior knowledge, searching for information, comprehension, self-monitoring (Wigfield & Guthrie, 2000)

Lesson Purpose



- Connections between in school and out of school learning (Turner & Paris, 1995)
- Understanding more important than right answers (Wigfield & Guthrie, 2000)
- When students understand learning objectives, learning becomes authentic (Turner, 1995)

Feedback



- Student-centered evaluation (Wigfield & Guthrie, 2000)
- Constructive approach to failure (Turner & Paris, 1995)
- Individual goal setting (Wigfield & Guthrie, 2000)

Collaboration

Learning as an interaction among
members of a community in
which meanings are constructed
dynamically in transactions

(Turner, 1995)





Promoting Collaboration

- Build a sense of relatedness to teachers and peers
(Furrer & Skinner, 2003)
- Social interactions about books
(Gambrell, 1996; Layne, 2009)
- Collaborative discourse
(Chinn, Anderson & Waggoner, 2001)

Collaboration: Practical Applications for the Classroom

Sense of Relatedness



- Place a priority on **building relationships** between teachers/students and students/classmates (Furrer & Skinner, 2003)
- Get **feedback from students** on their sense of engagement and relatedness(Furrer & Skinner, 2003)
- Provide opportunities for challenging and **open ended literacy tasks** that require group collaboration (Miller & Meece, 1999)

Social Interactions with Books



- Partner reading (Gambrell, 2015)
- Classmate recommendations (Gambrell, 1996)
- Book chats (Layne, 2009)
- Status of the class (Layne, 2009)
- Teacher read alouds (Gambrell, 1996)
- Book clubs/Discussion groups (Layne, 2009)

Collaborative Discourse



1. Students read a shared text.
 2. Students gather together for a discussion.
 3. Teacher initiates the discussion with a single central question significant to the book's theme.
 4. Students state their opinion on the topic.
 5. Students collaboratively construct arguments to defend their opinion and sway classmates using text evidence.
 6. Students state their final opinion.
- (Chinn, Anderson & Waggoner, 2001)



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THANKS!

Any questions?





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