

Supporting Student Intrinsic Motivation in Ensemble Music

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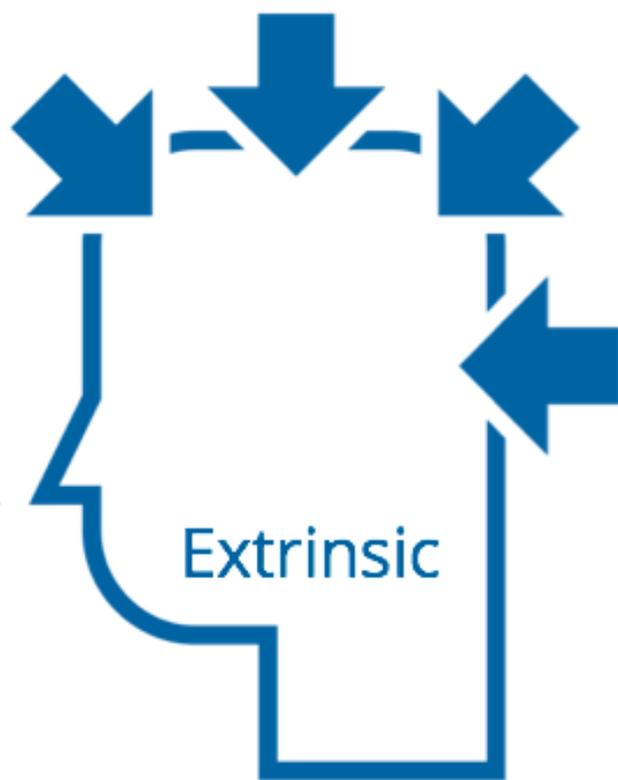
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INTRINSIC VS. EXTRINSIC MOTIVATION: WHY WE DO WHAT WE DO

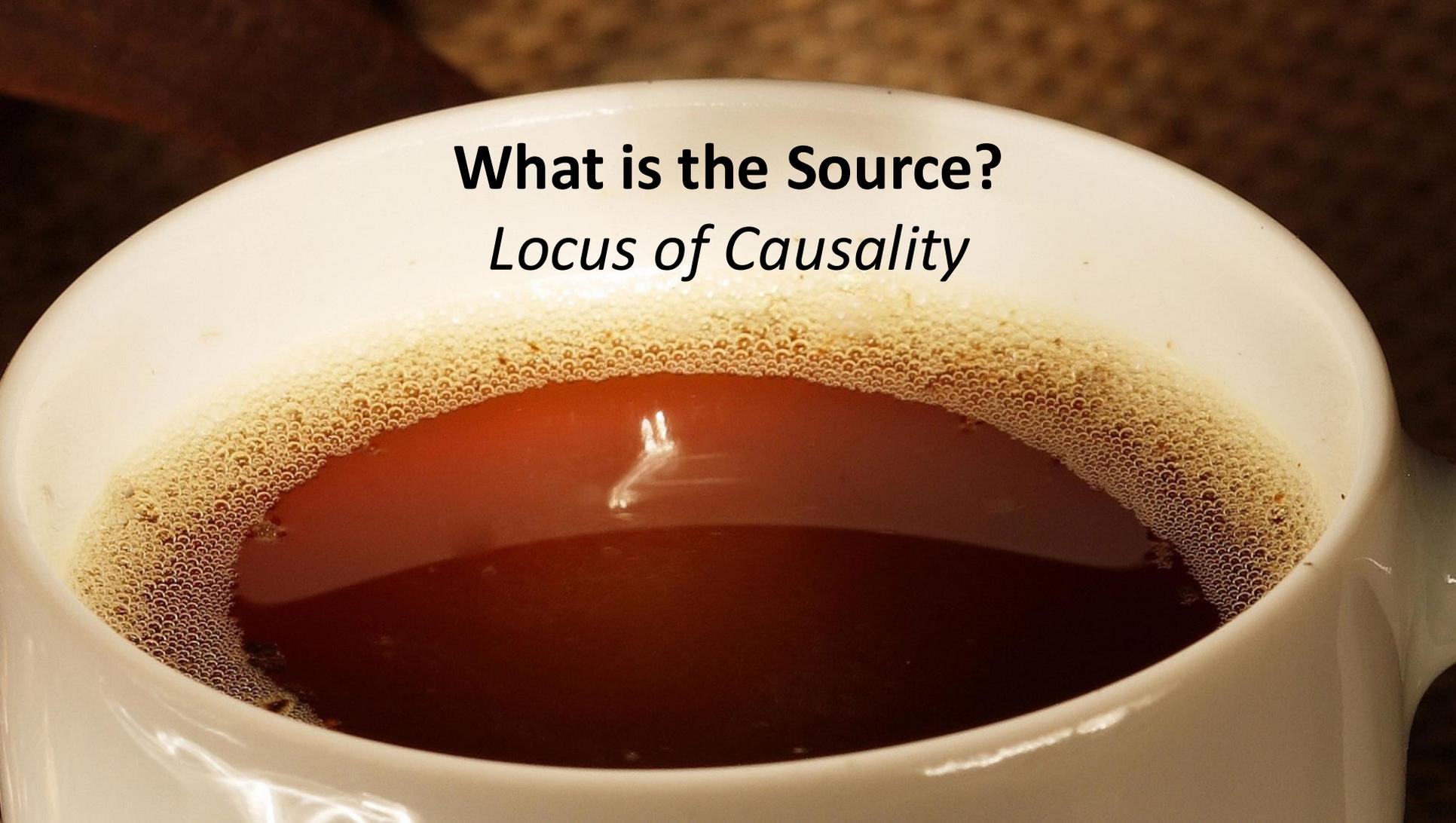
Because of the interest and enjoyment in the task itself

- Enjoyment
- Purpose
- Growth
- Curiosity
- Passion
- Self-expression
- Fun



Because of the outcome that will result by doing the task

- Promotions
- Pay raises
- Bonuses
- Benefits
- Prizes
- Winning
- Perks

A close-up photograph of a white ceramic mug filled with coffee. The coffee is dark brown and has a thick, golden-brown foam on top. The text is overlaid on the upper part of the mug.

What is the Source?

Locus of Causality

Amotivation

Extrinsic
Motivation

Intrinsic
Motivation

Non-Regulation

External
Regulation

Introjected
Regulation

Identified
Regulation

Integrated
Regulation

Intrinsic
Regulation

Impersonal
Apathy,
no intention
(going through
the motions)

External
External
demands
(reward,
punishment)

Somewhat
External
Compulsion,
contingent self-
esteem, guilt

Somewhat
Internal
Consciously
valued goals

Internal
Values fully
assimilated into
self

Internal
Pure interest,
curiosity,
challenge,
enjoyment



Which kind of
motivation is best?

How can you do
anything about student
intrinsic motivation
and it still be *intrinsic*?



**SELF-DETERMINATION
THEORY (SDT) may
provide some insights**





So, What is Self-Determination Theory,
and How Can It Help?

AUTONOMY

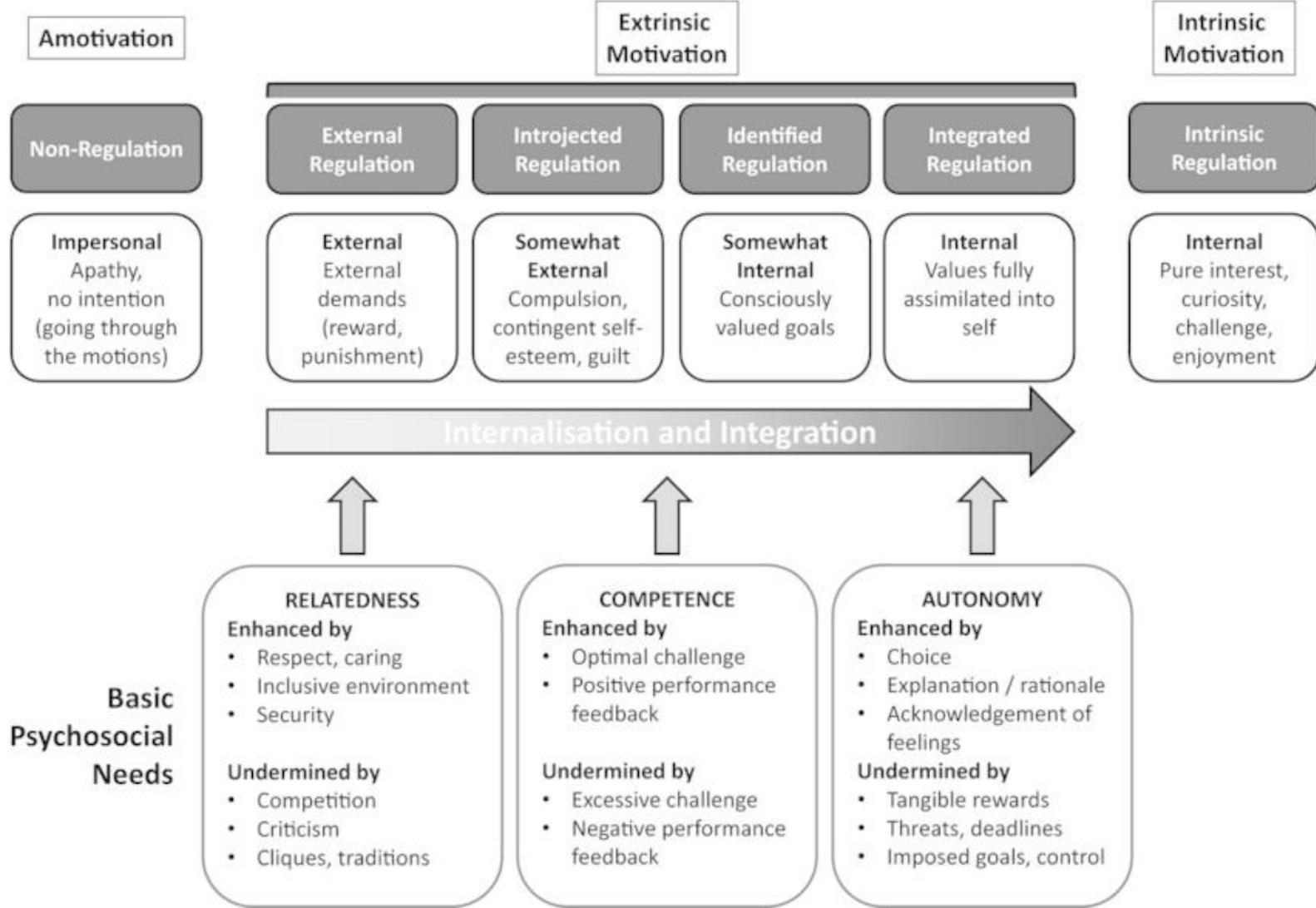
refers to the experience of volition and willingness.

COMPETENCE

concerns the experience of effectiveness and mastery.

RELATEDNESS

denotes the experience of warmth, bonding, and care in the context of a social environment



RESEARCH SUPPORT FOR SDT

*Some areas where SDT has been investigated
and has received supporting evidence:*

Disabilities and Impairments

Language Learning

Health Care

Parenting and Family

Psychotherapy and Counseling

Coaching

Vitality and Energy

Relationships

Physical Education

Mentoring

Well-being

MUSIC

And Many Others...see <https://selfdeterminationtheory.org/research/>



Support Strategies

Support Strategies – AUTONOMY

- Instrument selection
- Literature selection
- Democratic procedures
- Student ownership in the creative process (questioning techniques)

Support Strategies – AUTONOMY

- Student ownership language
- Student leadership skills
- Student representation (band council/booster representative)
- Choices for how to fulfill class requirements

Support Strategies – COMPETENCE

- Focus on individual musicianship
- Provide opportunities for success
- Defining success
- Your familiarity with repertoire
- Optimal challenge
- Questioning techniques and praise

Support Strategies – COMPETENCE

- Differentiated assessment
- Access to private lessons
- Acknowledging growth
- Establish a curriculum, make sure its aligned

Support Strategies – RELATEDNESS

- Your rapport with students—“They won’t care what you know...”
- A collaborative classroom environment
- Your classroom as a safe, secure place for musical experimentation

Support Strategies – RELATEDNESS

- Creating regular social opportunities
- Student leadership/mentorship—
BRIDGE THE GAP
- Watching out for the outsiders
- Being careful with competition
- CULTURE, CULTURE, CULTURE

A GREAT TOOL

The Point System

- It is extrinsic in nature, but offers opportunities for supporting autonomy and competence
- Added bonus – communicate program values
- Ideas for implementation (stages)

A GREAT TOOL

Solo and Ensemble Curriculum

- Focuses on individual musicianship
- Student choice
- Optimal challenge if aligned vertically and presented in a range of levels

A GREAT TOOL

Social Events with your Middle School(s)

- Relatedness support
- Social impact on recruitment
- Plan according to school scheduling calendar

