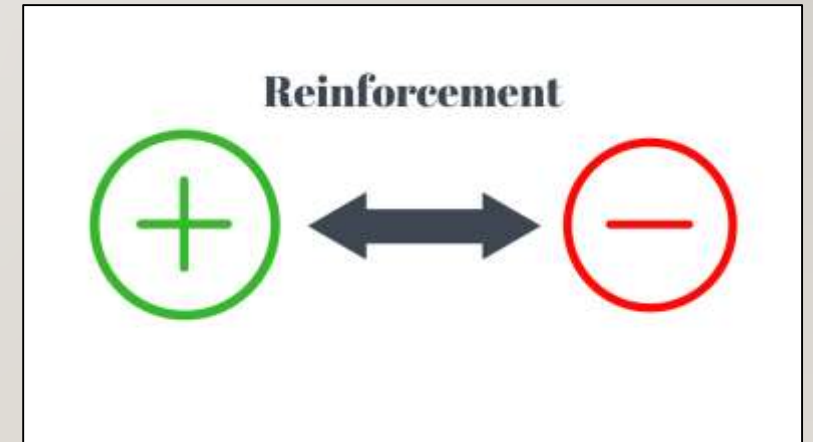


'A STUDY INTO HOW POSITIVE AND NEGATIVE REINFORCEMENT AFFECTS STUDENTS' OWN MOTIVATION TOWARDS THEIR OWN LEARNING'



CONTEXT

- Small, all-through school (60 students per year group)
- Received Pivotal training as part of term 1 Inset
- Focus of school is on identifying and focusing on positive behaviour
- Moving forward from NQT project that focused on identifying and motivating 'passive' students

RESEARCH QUESTIONS

- How do students perceive positive and negative reinforcement techniques?
- How do teachers perceive the link between positive and negative reinforcement strategies and motivation of students within their own classrooms?
- Is there a perception that positive and negative reinforcement can influence levels of intrinsic and extrinsic motivation in students?

HOW DO STUDENTS PERCEIVE POSITIVE AND NEGATIVE REINFORCEMENT TECHNIQUES?

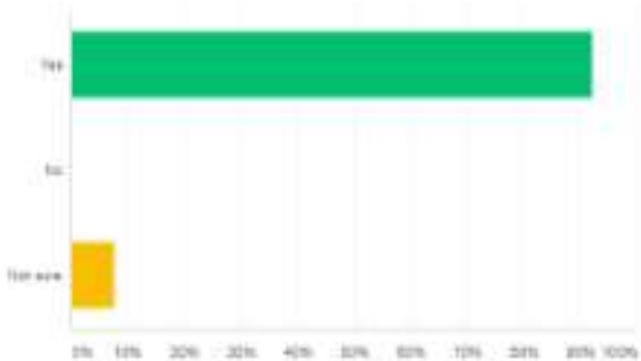
Positive reinforcement: 'A method of identifying to children which behaviours are acceptable and appropriate and which are not' (Sigler and Aamidor 2005: 249)

Negative reinforcement is the provision of an 'aversive'. Defined as 'causing avoidance or behaviour by using an unpleasant or punishing stimulus' (Tauber 1982: 65)

HOW DO TEACHERS PERCEIVE THE LINK BETWEEN POSITIVE AND NEGATIVE REINFORCEMENT STRATEGIES AND MOTIVATION OF STUDENTS WITHIN THEIR OWN CLASSROOMS?

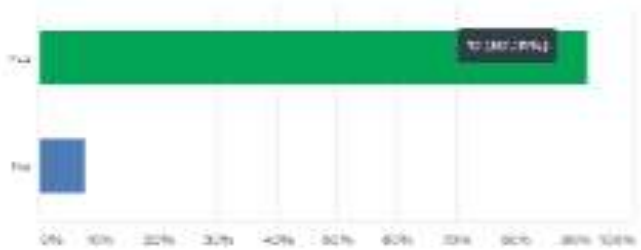
Do you find that using positive reinforcement affects students motivation in your class?

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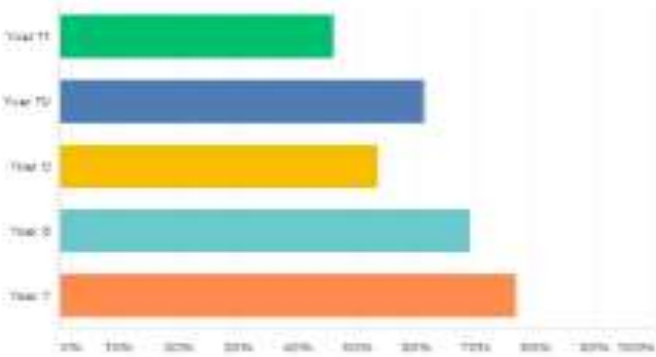
Have you noticed a difference in students levels of motivation when you use praise?

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Which groups have you tried, and been successful, using positive reinforcement with?

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IS THERE A PERCEPTION THAT POSITIVE AND NEGATIVE REINFORCEMENT CAN INFLUENCE LEVELS OF INTRINSIC AND EXTRINSIC MOTIVATION IN STUDENTS?

Henderlong, Corpus and Lepper (2007) suggested that age and gender could make a difference on the effect that praise has on a child's intrinsic motivation.

'It's almost like, to be motivated, we shouldn't have to be praised on everything we do. So praise every now and again is good because you know you're doing well in the subject and it makes you like it. But if you get praise every single lesson you're almost expecting it.' (Year 8 student)