



# **Building Engaging Classrooms**

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# Building Engaging Classrooms

- 1. Reading motivation is low.**
- 2. Internal reading motivations (reasons) drive reading achievement (not external ones)**
- 3. Five multiple internal motivations prevail**
- 4. Five classroom practices propel motivations (and 5 undermine them)**
- 5. Evidence for classroom instruction that motivates and engages**
- 6. School and district policies impact engagement.**

# **Reading Motivation for 9-10 Year Olds:**

## **2001 PIRLS - 2005 NAEP**

<b>Construct</b>	<b>Frequency</b>
<b>Do NOT have reading as a favorite activity</b>	<b>65%</b>
<b>Do NOT read often for enjoyment</b>	<b>73%</b>
<b>Do NOT believe they learn from reading</b>	<b>59%</b>
<b>Attitudes to reading</b>	<b>Rank 33 of 35 Countries</b>
<b>Reanalysis of attitudes</b>	<b>Rank 35 of 35 Countries</b>

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# What do we mean by motivation for reading?

- **Excitement**
- **Interest**
- **Confidence**
- **Recognition**
- **Competition**
- **Beliefs**
- **Success**

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# Extrinsic Motivations

## Extrinsic motivations

- **Recognition, excitement, reward, grade, competition**

**Programs—read in order to:**

- **win a pizza; see a teacher eat a bug;**
- **decorate your classroom door;**
- **watch the principal ride a pig;**
- **get the best grade**

## Problem

- **Extrinsic motivations do NOT correlate with reading achievement?**



# **Reciprocal Determination:**

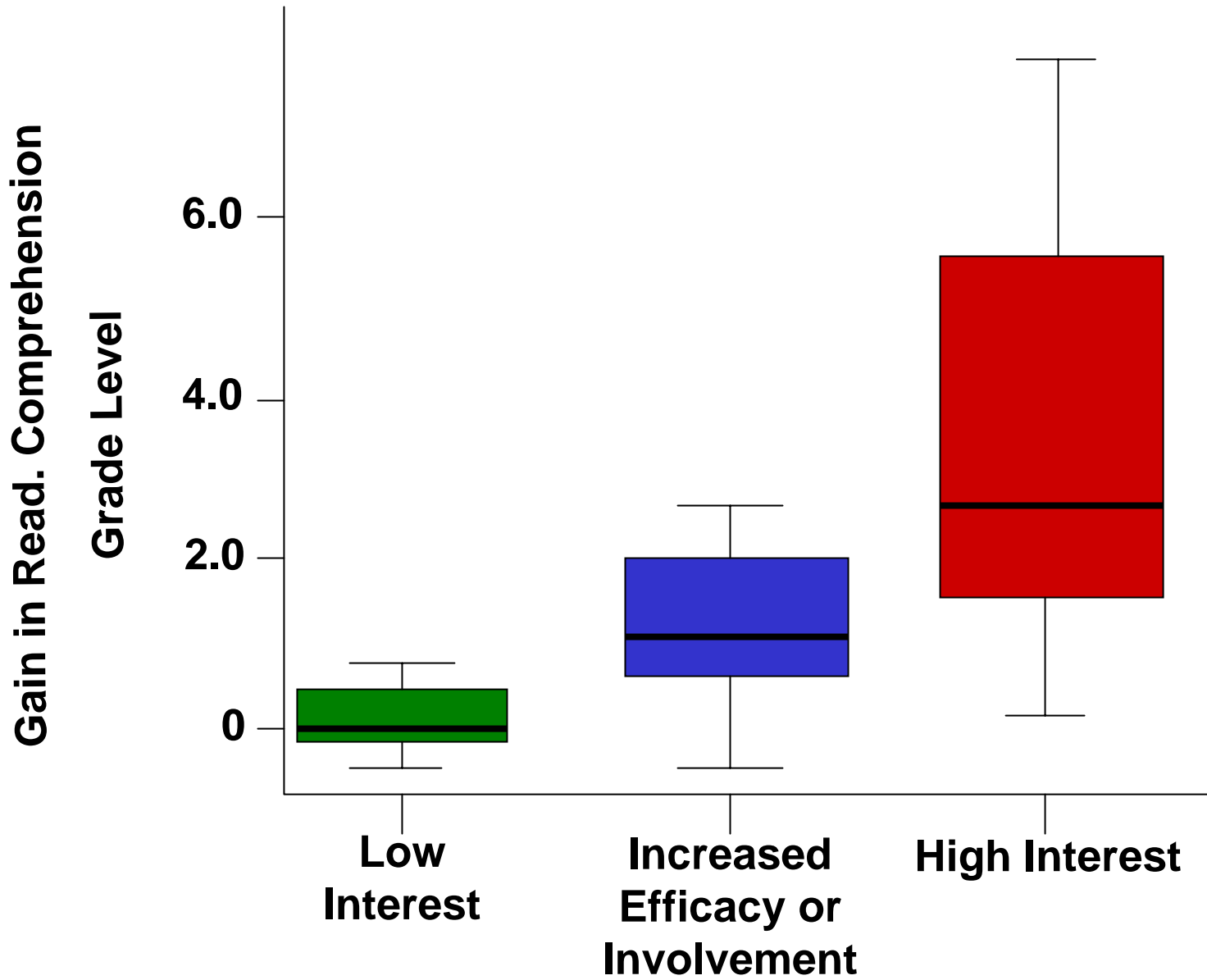
## **Spiral upward and downward**

### **Primary—K-2**

- **Internal Motivation—self-efficacy; intrinsic motivation (interest)**
- **Reading achievement—word level skills**

### **Intermediate—3-5**

- **Internal Motivation—self-efficacy; intrinsic motivation (interest)**
- **Reading achievement—reading comprehension**



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# Reading Motivations

- 1. Intrinsic motivation**
- 2. Perceived autonomy**
- 3. Self-efficacy**
- 4. Social interaction**
- 5. Mastery goals**
- 6. Avoidance**
- 7. Controlled**
- 8. Perceived difficulty**
- 9. Isolation-Disrupt.**
- 10. Performance-avoidance goals**

# Reading Motivations: Student Self Reports

## **Intrinsic motivation**

- **I read because I enjoy it.**
- **I spend a lot of time reading.**

## **Avoidance**

- **I don't read for school if I don't have to.**
- **I try to get out of reading for school.**

# Reading Motivations : Student Self Reports



## Perceived autonomy

- I like to choose my own books.
- I find books on my favorite topics (genres) to read about.

## Controlled

- The teacher always tells us what to read.
- I don't have a chance to find a book I like.

# Reading Motivations : Student Self Reports



## Self-efficacy

- I am a good reader.
- I will do well in reading next year.

## Perceived difficulty

- I have trouble reading a lot of words.
- If I see a hard word I stop reading.

# Reading Motivations :

## Student Self Reports



### **Social interaction**

- I talk to my friends about books.**
- I read with others sometimes.**

### **Isolation or Disruption**

- No one cares about what I read.**
- Sometimes people make me angry.**

# Reading Motivations : Student Self Reports



## **Mastery goals**

- I try to understand my reading fully.**
- I like to find connections when I read.**

## **Performance-avoidance goals**

- I try not to look dumb in reading.**
- I feel ashamed if I don't read well.**

# Motivation and Engagement

**Reading engagement =**

- **Internal motivation,**
- **Cognitive engagement**
  - **Strategic reading**
  - **Knowledge use**

***High engagement generates achievement.***

# Reading Engagement : Teacher Assessment



**Scan your classroom, you want:  
70% of students' engaged in reading  
70% of the time.**

**Monitor students engagement,  
Teacher ratings,  
Student self-report,  
Interviews**

## *Reading Engagement Index: teacher ratings*

- 1. Often reads independently.**
- 2. Reads favorite topics and authors.**
- 3. Easily distracted in self-selected reading(r)**
- 4. Works hard in reading.**
- 5. Is a confident reader.**
- 6. Uses comprehension strategies well.**
- 7. Thinks deeply about the content of texts.**
- 8. Enjoys discussing books with peers.**

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# Engagement Language: Motivations; Classroom Practices

## Motivations

1. Intrinsic motivation
2. Autonomy
3. Self-efficacy
4. Social interaction
5. Mastery

## Classroom practices

1. Relevance
2. Choices
3. Success
4. Collaboration
5. Thematic understanding

# **Relevance:**

## **Hands-on Activities for Reading in Life Science**

- Terrarium (students fill)**
- Aquarium (students fill)**
- Owl pellet dissection**
- Ant farm**
- Grow grass from seeds**
- Crack nuts**
- Observe bird feathers**

# Relevance---For Interest

Instruction and text *relates* closely to students experience and knowledge

- Link hands-on activity to text..
- Raise background knowledge..
- Find text (page) that interests you..
- You connect 2 sentences & explain..
- Find character's trait like you..
- Tie X (character, paragraph,) to past..
- Find a character you want to portray..
- Others.....



# Relevance:

## Hands-on Activities for Reading

- **Brief real-world connection**
- **On conceptual theme**
- **Backed up by books**
- **15 min. (not 1 min.; not 60 min.)**
- **Once per week**
- **Basis for student questioning and *purposes* for reading**
- **Read to write and explain**

# Non-Relevance

**Instruction and text *does not relate* closely to students' experience and knowledge**

- **Three topics in one lesson—  
octopus, lost girl, planet...**
- **Central character is remote...**
- **Links to background are absent...**
- **Nothing to do with me...**
- **Knowing this is not for me...**

# **Choice - for Ownership & Autonomy**

**Teacher affords student selection of text, task, partner, expression, link.**

- **Select story...**
- **Select page to read...**
- **Select sentences to explain...**
- **Identify goal for day...**
- **Choose 3 of 5 questions to answer...**
- **Write 3 inferences as true/false items for partner exchange...**
- **Show understanding your way...**

# **Choice - for Ownership & Autonomy**

**What are the different kinds of choices you give students?**

**Which ones are most important?**

**Discuss with your neighbor.**

# Non-Choice

**Teacher strongly controls text, task, partner, expression, link to outside.**

- **Teacher selects all text**
- **Teacher questions are only questions**
- **Student predicts—only on request**
- **Teacher starts, stops all read & write**
- **Text is right; student opinion is not**
- **Best answers are right or wrong**

# Choices:

## Avoid Controlling Practices

- **Teacher tells me what to do all the time.**
- **Teacher only listens to opinions that fit her opinion.**
- **Teacher stops me in the middle when I am writing something interesting.**
- **Teacher forces me to do homework that does not help me.**
- **Teacher makes me read boring things.**

# Success - for Self-Efficacy



**Students perform reading activities proficiently and confidently.**

- **Each student has decodable text**
- **Student success is primary**
- **Students repeat tasks—to proficiency  
oral reading, questioning,  
explain main point to partner...**
- **Students set reading goals and teachers give  
feedback on progress**
- **Grade for effort and accuracy**
- **Maintain 3 + scaffolds in the classroom most of the  
time**

# Non-Success

**Students are not performing reading activities proficiently and confidently.**

- **Many students cannot read text aloud**
- **Student success is secondary to TEXT**
- **Students perform many repeat tasks—without mastering any...**  
**oral reading, questioning, explain main point to partner...**
- **Teachers set reading goals**
- **Grade for excellence**



# Collaboration-Social Goals

**Students work together to gain meaning from text, and share.**

- **Partners read aloud**
- **Partner question exchange**
- **Team summarizes chapter**
- **Literature circles**
- **Idea circles (CORI)**
- **Jigsaw—habitat teams; survival teams**
- **Peer editing**

# **Non-Collaboration**

**Students read independently to gain meaning from text**

- **Students read aloud solo**
- **Individuals write questions**
- **Students summarize chapter alone**
- **Individuals choose story to read**
- **Assessments are teacher-made and student answered**
- **Individuals complete worksheets**

# **Thematic Units - for Mastery Goals**

**Instructional units have conceptual complexity and duration**

- **Students learn “big ideas” of survival, discovery, conflict**
- **Reading topic persists over days and weeks**
- **Students write concept maps of pages, chapters, books, unit**
- **Themes are substantive-and fun**
- **Students become experts on theme**

# **Non-Thematic Units**

**Instructional units and text topics are fragmented and disconnected.**

- **Students learn facts of separate texts**
- **Reading topic changes daily**
- **Students retell pages, or sections**
- **Topics are brief, fun and on their own**
- **Students attempt to learn reading strategies**

# Engagement Language: Motivations; Classroom Practices

## Motivations

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## Classroom practices

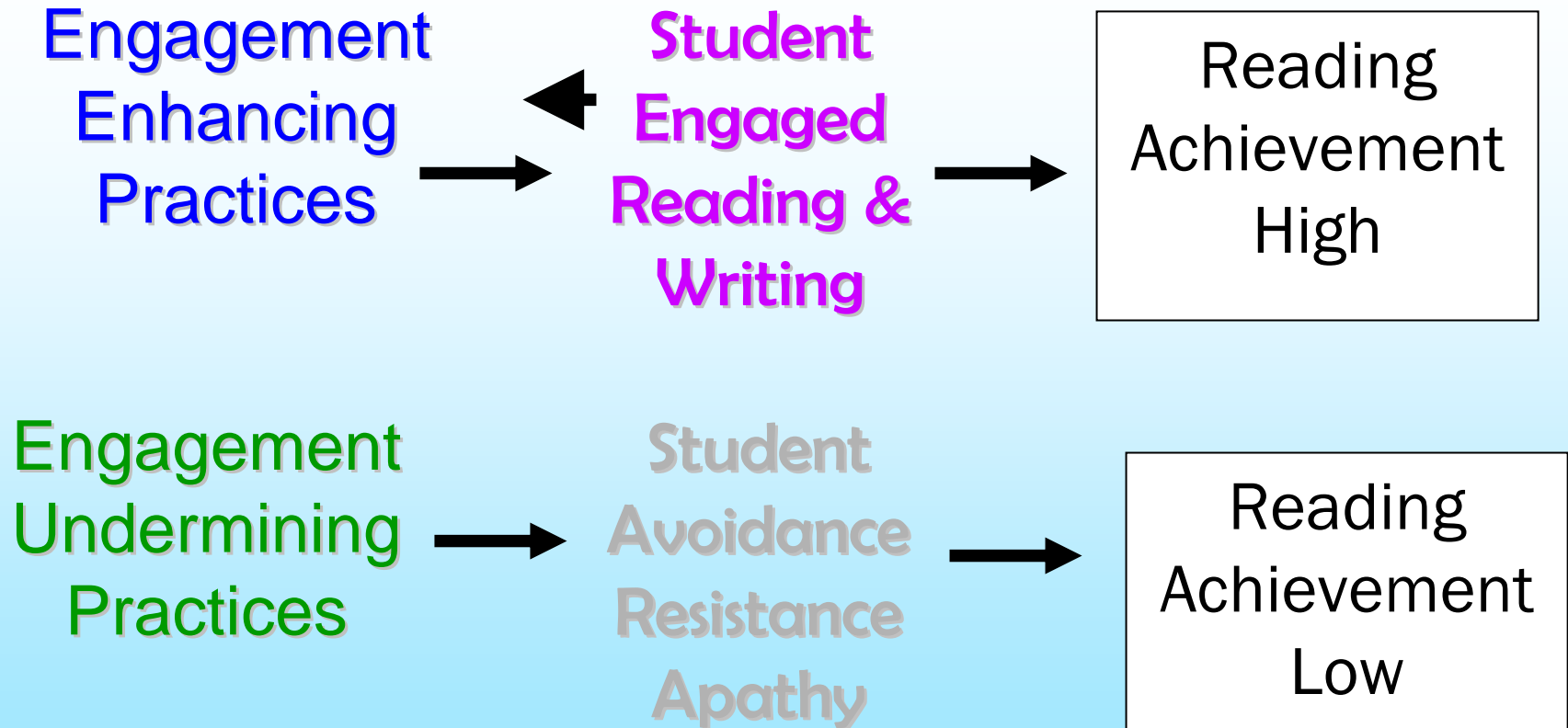
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# Effects of Classroom Practices

Method = Questionnaires, Tests (*Assor-BJEP*)





# Evidence for Effects of Engagement Practices

- **Pianta—*Science*—2007**
- **Pianta— *Child Development* —2005**
- **Study**
  - **1364 Grade 1 students; 827 classrooms; 747 schools; 295 districts; 32 states**
  - **80 min classroom observation in day**
  - **Students at risk –behavior, social, academic**
  - **Mothers' education-higher, lower**

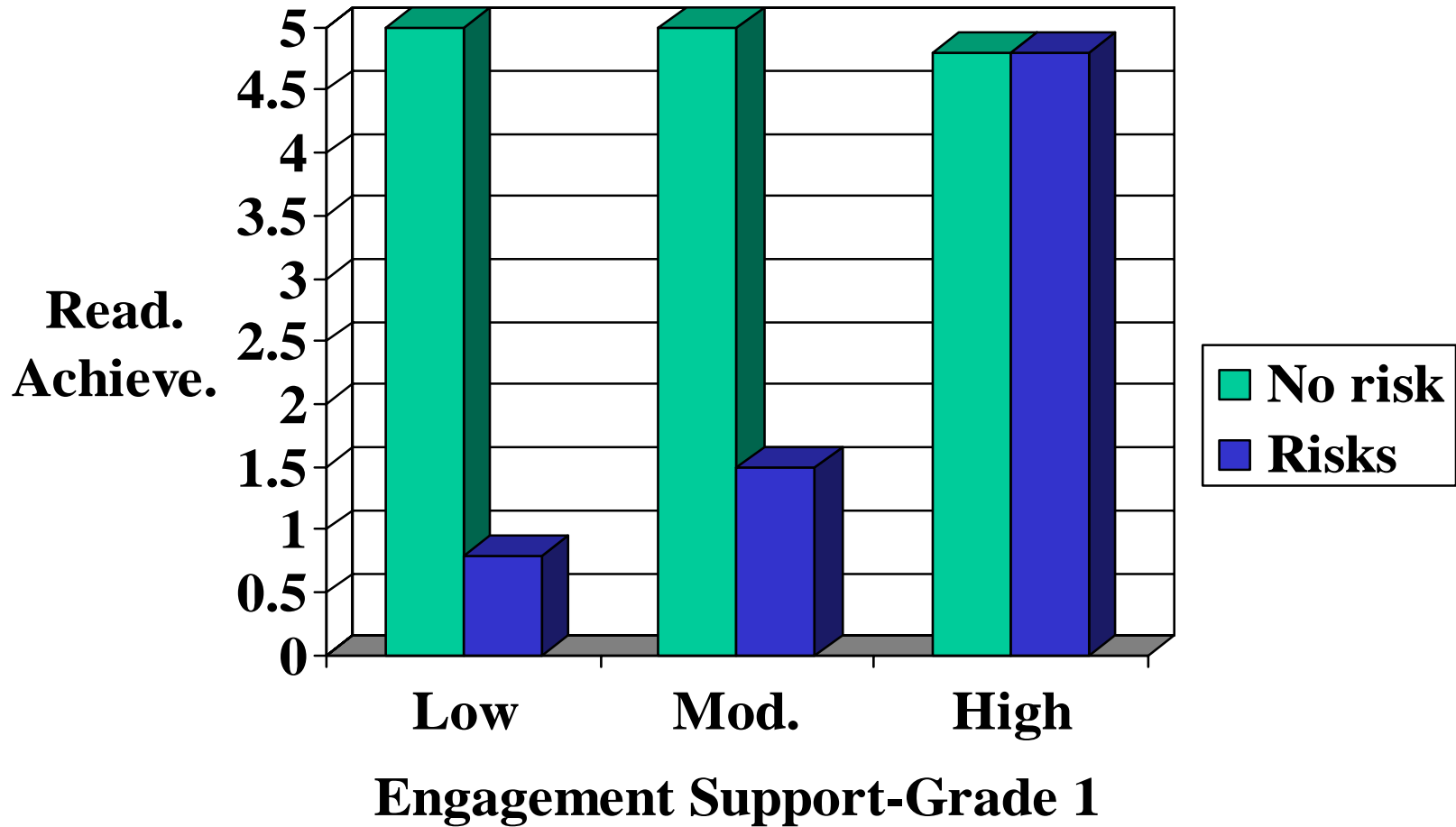
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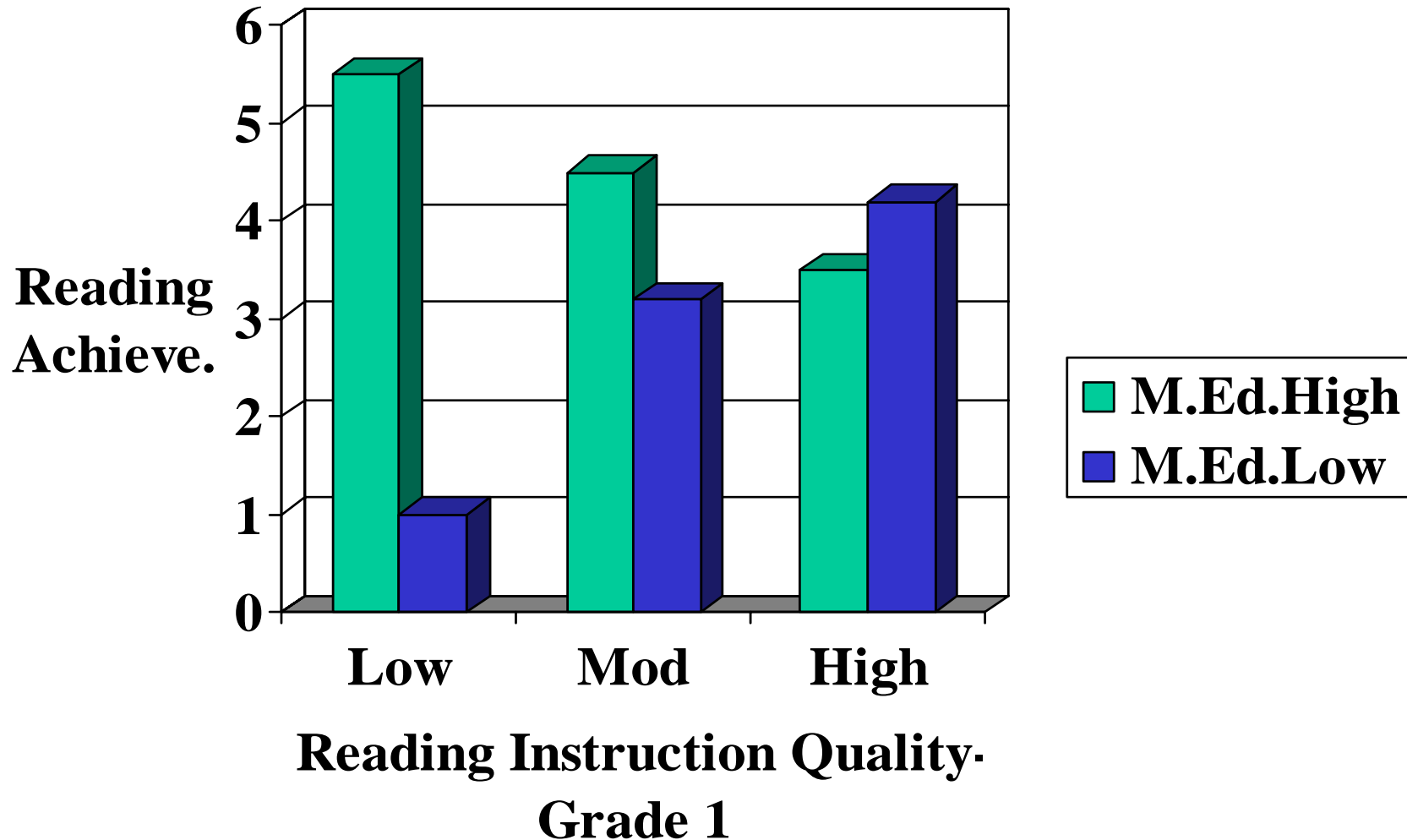
## Emotional support (engagement practices)

- **Teacher sensitivity to students' needs, moods, interests**
- **Climate of excitement, laughter, warmth**
- **Routines are flexible**
- **Teacher-centeredness (reversed)**
- **Detachment of teacher from students (r.)**
- **Negative climate of anger, punishment (r.)**
- **Over-control and rigid (r.)**

# Evidence for Effects of Engagement Practices



# Evidence for Effects of Engagement Practices



# **Pianta Study- John's Conclusions**



- 1. Reading instruction quality was connected to reading achievement for students from less advantaged backgrounds.**
- 2. Engagement support (emotional support) for Grade 1 students was connected to reading achievement for high risk students.**
- 3. The engagement benefit on achievement was just as strong as the instructional effect.**

# Conclusions and Implications?

- **Does your experience agree with this research finding?**
- **What are the implications for your classroom?**
- **Discuss with a neighbor.**

# Building an Engaging Classroom

## Concept-Oriented Reading Instruction

- **Goal: Maximize engaged reading**
- **Integrate reading into science**
- **Use 5 practices for engagement**
- **Teach reading strategies (6 from NRP)**
- **Assure ample, multi-leveled books**
- **Provide professional development for engagement practices**

# Meta-Analysis of CORI *Experiments*

11 studies; 75 effect sizes; 10 years

<b>Motivation scales (curiosity, self-efficacy, involvement, social)</b>	<b>ES = .30</b>
<b>Intrinsic motivation</b>	<b>ES = 1.26</b>
<b>Teacher rating of student engagement</b>	<b>ES = 1.00</b>
<b>Students' amount of reading</b>	<b>ES = .49</b>

# Meta-Analysis of CORI *Experiments*:

11 studies; 75 effect sizes; 10 years

<b>Reading comprehension standardized tests</b>	<b>ES = .91</b>
<b>Multiple text comprehension</b>	<b>ES = .93</b>
<b>Reading strategy performances</b>	<b>ES = .91</b>
<b>Oral reading fluency</b>	<b>ES = .70</b>

Guthrie et al. (*in press*) *Educational Psychologist*

# **Social Studies:**

## ***Replication of CORI Effects***

**In social studies-Grade 3; Netherlands;**

- **Theme-countries; Initiating event**
- **Student pairs form 1 question**
- **Read multiple texts to answer**
- **Compose brochure, collage, guide book**

**Benefits in Experiment**

- **Program higher than controls in**
  - *reading strategies*
  - *reading motivation*
- **Aarnouste et al. (2003) *Educational Studies***

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# Policy Impacts

- **Plan, invest, train for engagement**
- **Needs assessments in classrooms**
- **Implement 5 practices**
- **Evaluate curriculum with 5-practice rubric**
- **Professional development for motivation support**
- **[www.cori.umd.edu](http://www.cori.umd.edu)**

**Education is**

*“not the filling  
of a pail,  
but the lighting  
of a fire.”*

**–W. B. Yeats**