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**National College of Art and Design  
Faculty Of Education**

**Motivation: Types and Factors Affecting  
the Learning Process within the Artroom**

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# **Motivation: Types and Factors Affecting the Learning Process within the Artroom**

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## **Acknowledgements**

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# Introduction





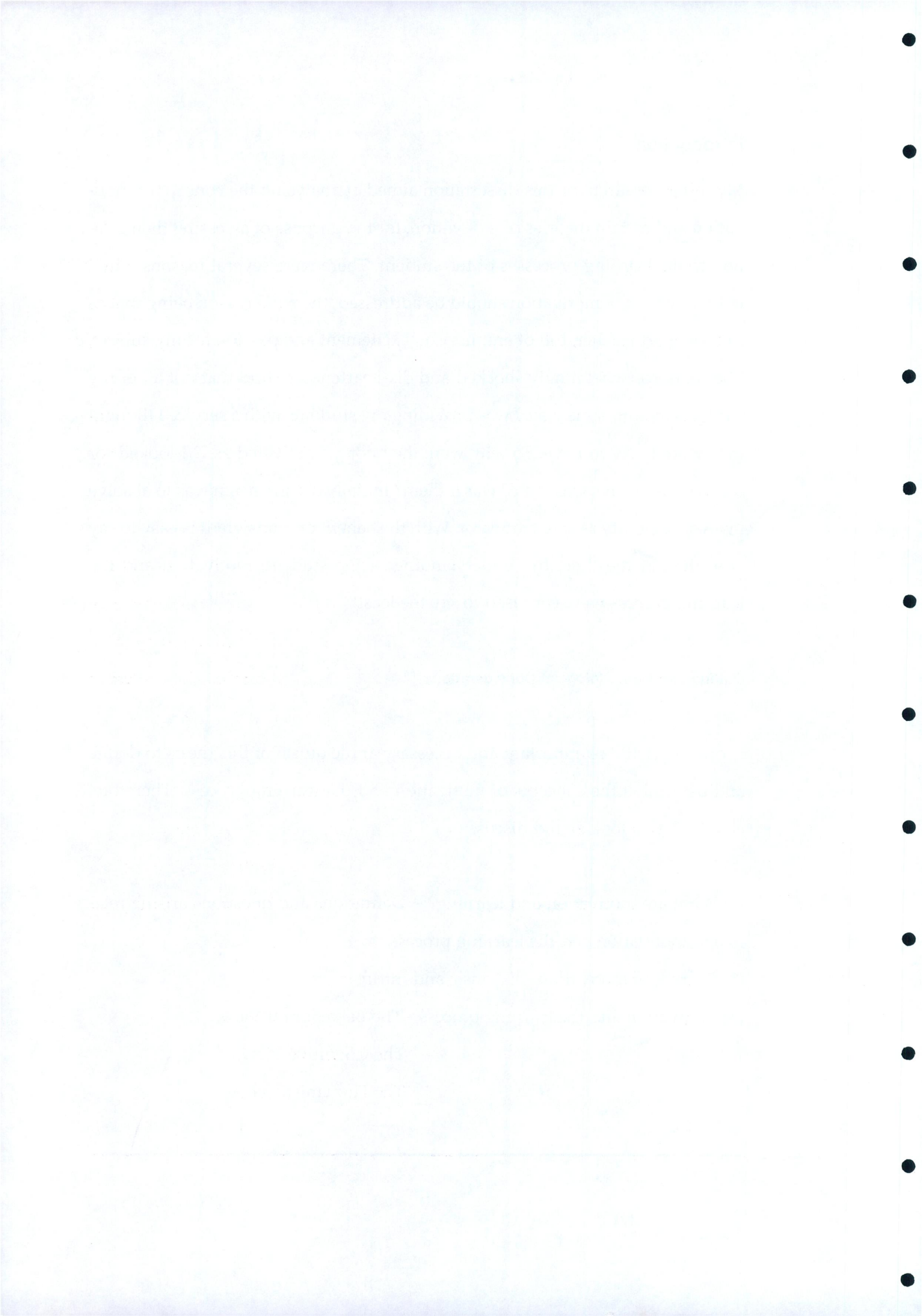
## **Introduction**

My initial research for this dissertation aimed at analysing the concept of motivation and certain theories of motivation, for the purpose of assessing their relation to the learning processes of the student. There were several reasons why I felt the subject of motivation should be addressed, the main reason being that as a student art teacher, full of enthusiasm, excitement and passion for my subject, I became overwhelmingly shocked and disheartened to find that not all of my students felt the same way. I was providing my students with a service I thought they were lucky to have. So why were they not as motivated as I? I looked for someone to blame, was it me? was it them? Initially my main aim was to absolve my responsibility as sole motivator. With the benefit of hindsight it is easy to say now that, at the time, my understanding of the student, motivation and the learning process were confused to say the least!

## **Outline and Methodological Considerations**

I consider that it is important and necessary at the outset of this thesis to define and determine the concepts of motivation and the learning process. Therefore, chapter 1 will look at and discuss:

- (1) What are motivation and learning? - Definitions and questions arising relative to motivation and the learning process.
  - (2) Sources of motivation - Extrinsic and Intrinsic
  - (3) Motivation and the learning process - The Behavioural View,  
The Cognitive View,  
The Humanistic view.
-





#### (4) Limitations of motivational theories.

In studying the concept of motivation and factors which affect the learning process, I have investigated three distinctly different psychological theories, that of the Behaviourists, Cognitivists and Humanists. Using specific methodology, (listed further on) extrinsically applied in assessing the behaviourist theory of motivation and intrinsically required in assessing the cognitive theory of motivation, chapters two and three assess the effect of both theories when applied to the learning process within the art room.

Chapter Four looks at Maslow's Humanist theory of growth motivation in assessing the art room as a source of motivation for students. Chapter Five contains suggestions on how to motivate students more effectively through a greater understanding of motivation and it's role in the relationship between teacher, student and the learning process.

#### **Methodology**

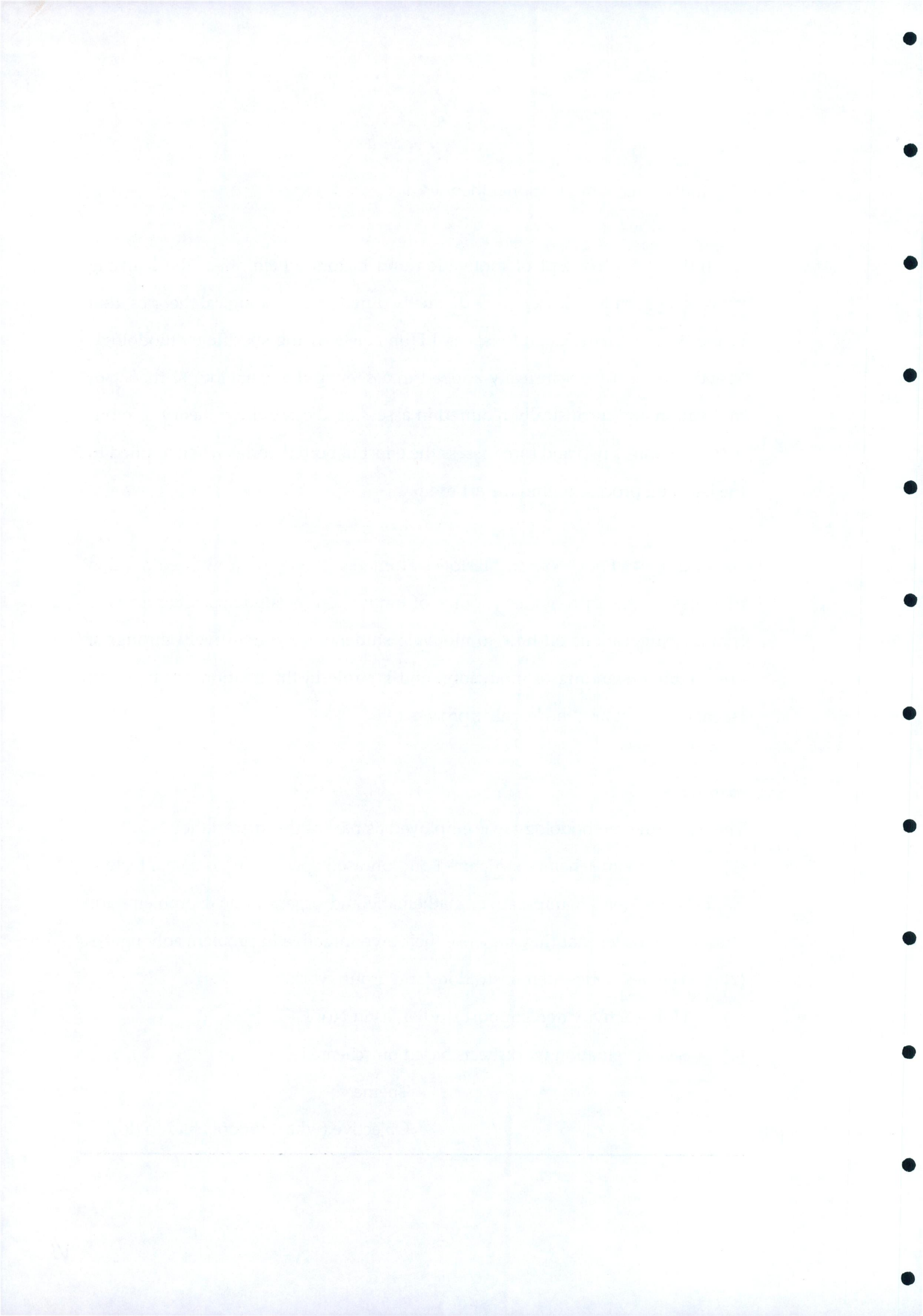
The following methodology was employed as part of this dissertation.

- (1) Classroom schemes structured and phrased specifically to create technical, observational, manipulative, mathematic and organisational problems for students, in order that they may use their own initiative in problem solving.
- (2) Themes, slides, demonstrations and group work.
- (3) Home activity and support studies, as in No. 1.
- (4) Self - evaluation worksheets based on scheme i.e.

Theme

Objective (what students had to do).

---



Problems occurring

Overcoming problems

Levels of enjoyment and reasons why.

Learning

What student could have done better.

What changes could be made.

(5) Questionnaire relating to the layout of the artroom, student likes and dislikes and reasons why. Accessibility. Visual awareness: - Cinema

Galleries

Museums

Zoos

Access to video, video games, television, what students read; magazines, comics, papers and their favourites.





# Chapter One



## Chapter One

### Motivation and Learning

"Our needs determine us as much as we determine our needs". (1)

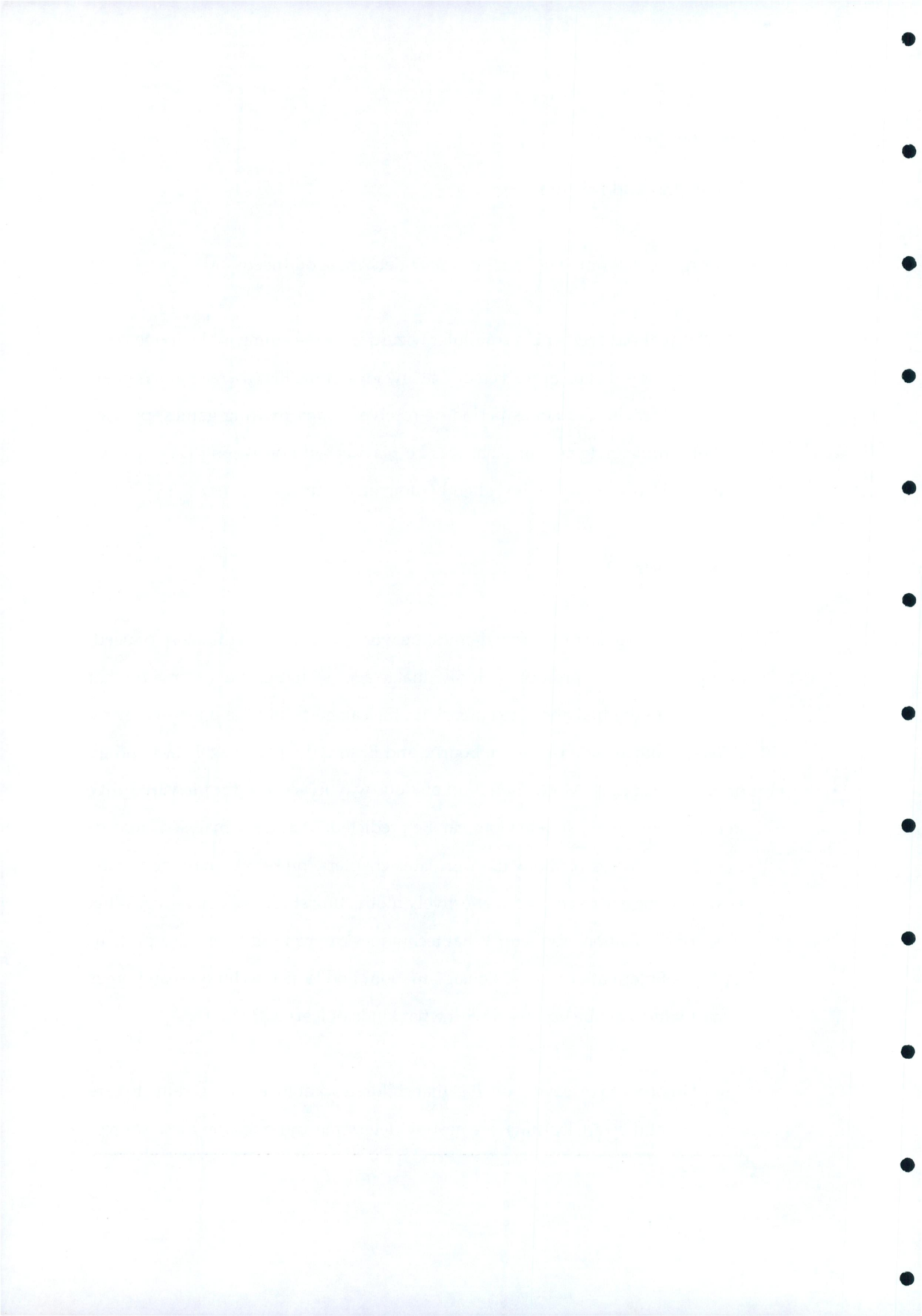
My Ten year old brother is a computer wizard whose seeming addiction to computers ensures that on any given day, at any given time his whereabouts is guaranteed. Over the Christmas period he received many exciting games, puzzles and electronic gadgets, but what was he playing with on Boxing Day? you've guessed. Here is a child who is highly motivated, but.....

#### What Is Motivation ?

Longman's English dictionary defines the word "motive" as "the sense of need, desire, fear etc. that prompts an individual to act." (2) It must be understood that for every individual about to embark on the same activity there may be many different sources of motivation, Bourne and Ekstrand recognise this fact and go on to suggest that "Motivation is an obvious way to account for the **variability** in behaviour." (3) That behaviour can be predicted, or at least analysed, according to it's sources of motivation. In later chapters, questions that need to be answered for one to engage in effectively motivating students, will be, eg. What types of motivation are there? What techniques can be used to evoke a particular type of motivation in a particular situation? and Which techniques and types of motivation can be best used with what kinds of learners?

In order to discover how it is that children want to learn and come to care about what they are learning, we need to determine and question these sources

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of motivation, of which Downey and Kelly suggest, "There are mainly two kinds, extrinsic and intrinsic" (4) both of which are employed in three main theories, the Behaviourist, Cognitive and Humanist, but what we also need to do is determine a definition for learning.

### **What is Learning?**

Longman's English Dictionary defines the words "Learn" and "Learning", as the "acquisition of knowledge or skills through study, instruction, practice or experience which is retained through long and great effort". (5) Michael Howe describes the process as one in which , "Information is subjected to cognitive activity which results in a modification to the individual capacities." (6) Taking this definition one step further, David Fontana states "Learning is a relatively persistent change in an individual's possible behaviour due to experience." (7) In short, experience = change = altered behaviour.

### **Sources Of Motivation**

#### **Extrinsic**

Suggests students are motivated by external forces. In classroom situations they seek something which is **not** related to the active experience of a task, eg. higher grades, certificates and teacher approval etc.

#### **Intrinsic**

In contrast to the above, it is suggested that intrinsic sources of motivation come from within the student, who is driven by an inner curiosity to satisfy his/her need to know and understand after experiencing cognitive disequilibrium.

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## Motivation and the Learning process

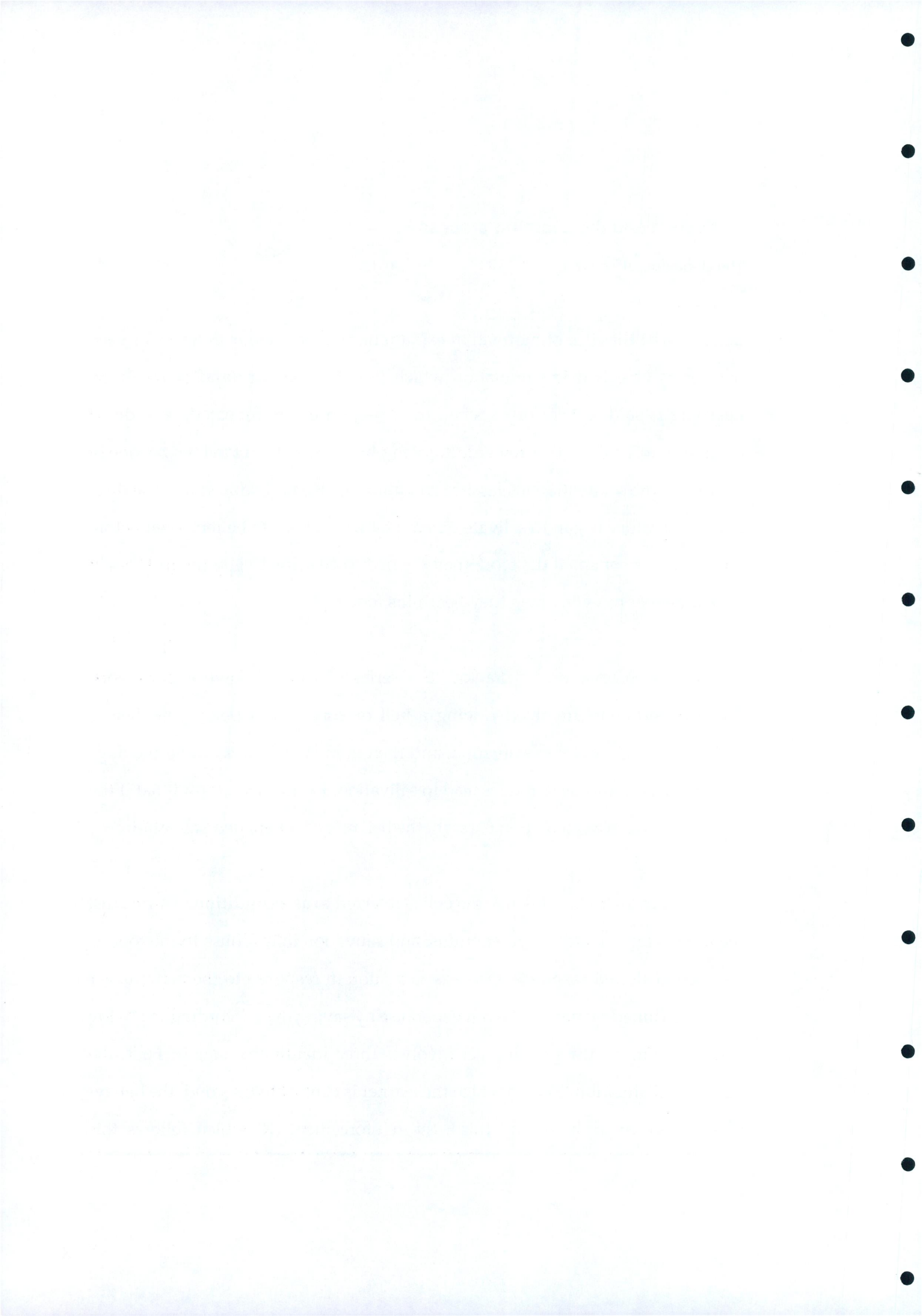
### The Behavioural Theory

Behaviourist theories of motivation explain human behaviour in terms of various forms of **extrinsic** stimulation which lead to a certain kind of response. Learning is said to take place when these responses are repeated, as a direct result of reinforcement, or reward. Russian physiologist Ivan Pavlov was one of the first to draw attention to classical conditioning. He had noticed that the dogs in his laboratory began to salivate when they were about to be fed, even before they could see or smell the food, they seemed to be salivating at the mere sight of their keeper or even when they heard his footsteps.

This observation led Pavlov to a series of well - known experiments. These experiments involved ringing a bell or sounding a buzzer, neither of which ordinarily leads to salivation, and then immediately presenting the dogs with food, as stimulus that does lead to salivation. Pavlov soon found that if the procedure was repeated often enough, the bell or buzzer elicited salivation.

In Pavlov's experiments, the bell is referred to as a **conditioned stimulus**: the food is an unconditioned stimulus: and salivation in response to the food is an **unconditioned response**, whereas salivation in response to the bell/buzzer is a **conditioned response**. We can generalise by saying that, according to Pavlov and B.F. Skinner, the learning act involves three identifiable stages: First, the stimulus or situation (S) with which the learner is confronted; second, the behaviour (B) which it elicits; and third, the reinforcement (R) which follows this

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behaviour.

Behaviour will elicit either positive or negative reinforcement (R+) or (R-), (R+) increases the likelihood of the learner producing the same behaviour in the future, while (R-) decreases this likelihood. Classical conditioning, especially of emotional reactions, is said to occur in all schools virtually at all times, regardless of the other kinds of learning going on at the same time. And it is largely through these unconscious processes that the students come to dislike schools, subjects, teachers, and related stimuli - or to like them. A school subject such as art is a neutral stimulus evoking little emotional response in the beginning, assuming it is new to the student. The teacher, the classroom, or some other distinctive stimulus might be unpleasant, a cold hard desk, a cold hard teacher, abrasive voice and squeaky chalk. Following successful application of compatible subject matter and stimulus, emotions and attitudes associated with the stimulus become classically conditioned.

In short, Students **learn** attitudes towards subjects, learning and school etc. We can therefore conclude with the possibility that teachers can teach their subject while at the same time teaching their students to dislike it. It is part of the teacher's role to be conscious of these facts and to do whatever she can to maximise the number of pleasant stimuli and to minimise the unpleasant. In classroom situations they may also need to offer incentives or rewards in order to motivate children to learn, to perform certain tasks and to behave in a socially acceptable manner. Prizes, good reports, examination success and teacher approval are all examples of **extrinsic** motivation which can be offered in the classroom to persuade students to learn. As well as offering incentives in return

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1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

2. The second part of the report deals with the financial situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

3. The third part of the report deals with the social situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

4. The fourth part of the report deals with the economic situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

5. The fifth part of the report deals with the political situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

6. The sixth part of the report deals with the cultural situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

7. The seventh part of the report deals with the educational situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

8. The eighth part of the report deals with the health situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

9. The ninth part of the report deals with the environment situation of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.

10. The tenth part of the report deals with the foreign relations of the country and the progress of the work during the year. It also mentions the results of the various committees and the work of the different departments.



for favoured behaviour the B.F. Skinner advocated the use of;

Programmed learning as a highly efficient way of ensuring that each correct response a child makes is reinforced. A typical programme consists of information divided up into such small steps that in answering simple questions on the information given, the learner seldom makes a mistake.  
(8)

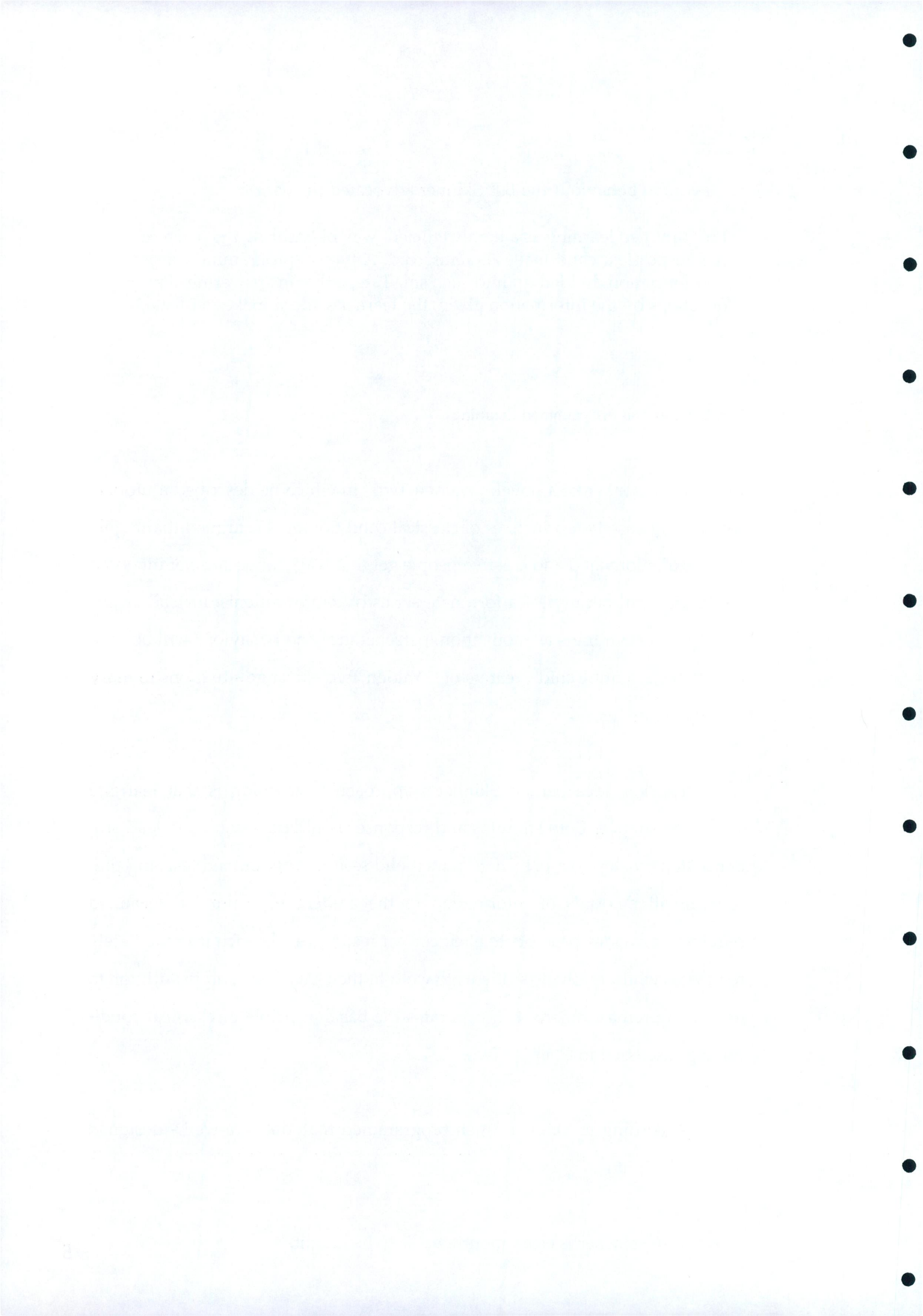
### **B.F. Skinner and Programmed Learning**

In 1948 Skinner wrote a novel, "Walden Two" in which he described a utopian community based on principles of classical conditioning. He argued that highly successful, motivated and creative people get that way, not because of inherited tendencies, but because of a fortunate series of reinforcements. Instead of just hoping that such traits as motivation, perseverance and behaviour will be reinforced, the scientific child-rearers of "Walden Two" **arrange** situations to make sure this happens.

The key idea behind Skinner's approach to teaching is that learning should be **shaped**. Both stimulus and response should be designed to lead students step by step to a pre-determined end result. Programmed learning presents small amounts of information to the student in a pre-determined sequence, provides prompts to elicit correct responses of which it immediately reinforces whilst allowing students to work at their own pace and in addition to immediate reinforcement it incorporates the basic principle of classical conditioning discussed in Chapter Two.

According to Skinner when programmed materials are well-designed and carried out ie,

- 1) When the teacher is clear about what is to be taught.





- 2) When students are allowed to learn at their own rate.
- 3) When the subject is programmed.

They produce the following effects:

- 1) The teacher can monitor each pupils progress more closely.
- 2) Students learn at their own rate.
- 3) Learning proceeds efficiently.
- 4) Most importantly Motivation is high because of the high success level designed into the programme

### **The Cognitive Theory**

In stark contrast to the behaviourists, the proponents of the cognitive theory namely Piaget, Bruner and, to some extent, Abraham Maslow, draw our attention to the importance of **intrinsic** curiosity inherent in human nature. They refer to knowledge - seeking behaviour, also termed "**The discovery approach**",<sup>(9)</sup> as "Questioning, observation and problem solving", they say

Curiosity is initiated by perceptual of cognitive conflict, **cognitive disequilibrium**, where uncertainty is aroused by perplexity, doubt, ambiguity and cognitive incongruity, conflict occasioned by novel, surprising or puzzling situations. <sup>(10)</sup>

The motive for this learning behaviour is in seeking information that makes sense of a situation. The satisfaction of this curiosity is the main factor in cognitive growth and suggests that mismatch between two experiences is an essential element for development, as the child's curiosity is aroused by the apparent dis-

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crepancy he or she is impelled to resolve the conflict, eg.

The introduction of what is surprising or new is frequently used in the teaching and learning of science. Children have to accommodate and explain the surprising fact that although whales may live in water they are not fish but mammals. Before this is surprising to them, however, they have to have some familiarity with the biological concepts of fish and mammals since knowledge of the familiar must precede recognition of the unfamiliar. (11)

The cognitive theory, according to Piaget, will be discussed further in Chapter Two.

### **The Humanist Theory And Maslow's Hierarchy of Needs**

The foundation of this theory is that the basic nature of education should be **learner - centred**. In Summing up the qualities of a teacher who wants to use the learner - centred approach, Carl Rogers stated that to be an effective teacher/facilitator should be a real person, who enters into the teacher - student relationship without presenting a facade. She accepts her own feelings without feeling the need to impose them on her students

Rogers also speaks of the attitude which he maintains stands out in those who are successful in facilitating learning. These teachers accept students as individuals worthy in their own right. If we are to accept learner - centred teaching we must see teachers as possessors of an empathetic ability to understand students' actions and reactions from their view, only then is the likelihood of significant learning increased.

From this view Maslow developed a theory of growth motivation, in which he established a hierarchy of needs describing a series of propositions that

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he believed would have to be incorporated into any sound theory of motivation.

Maslow refers to growth motivation as:

The most important single principal underlying all development. the single holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher need to emerge as the lower need fulfils itself by being sufficiently gratified. (12)

Maslow's pyramid of needs is shown in table 1 below, in it he places deficiency needs at the bottom, followed in ascending order by safety, belongingness, love and esteem. The need for self - actualisation, the desire to know and understand, and aesthetic needs are referred to as **growth needs** and are arranged in a hierarchical form.

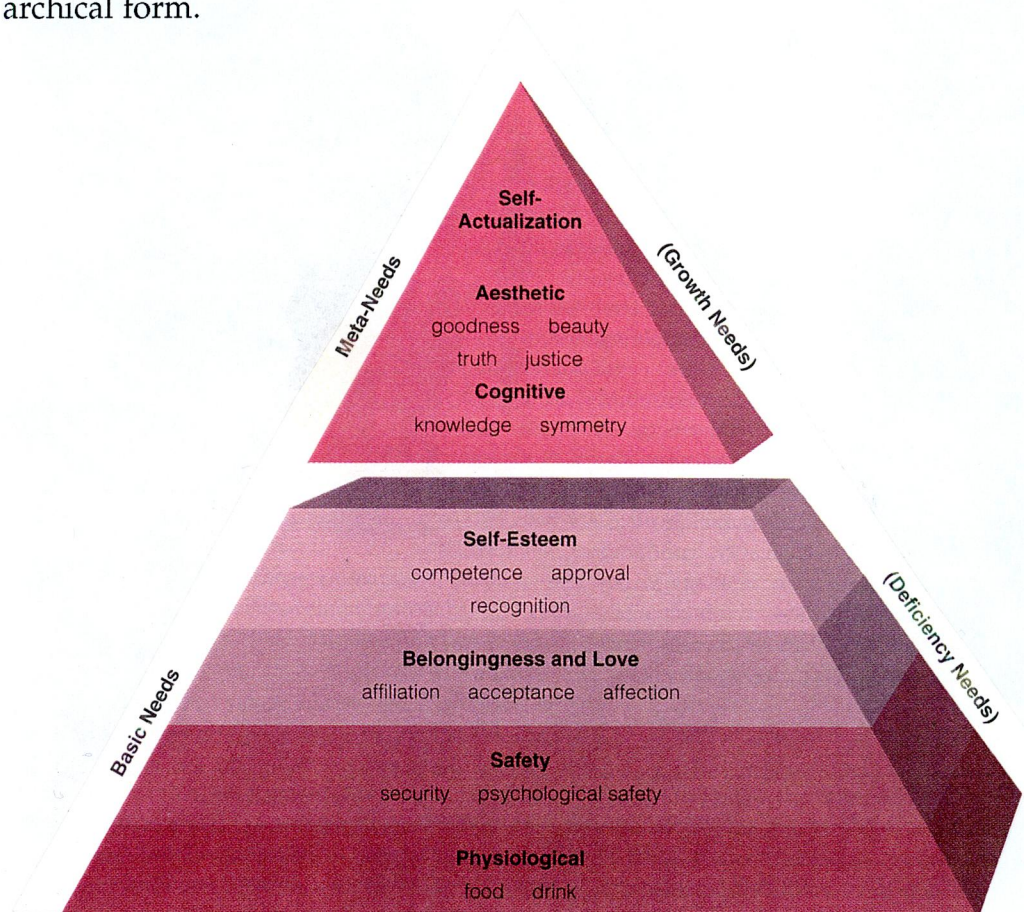


Table 1

Maslow's "Hierarchy Of Needs" (13)





In Maslow's Theory of Motivation, when individuals have satisfied their deficiency needs they will feel motivated to satisfy higher needs, or self - actualise. For the teacher the implications of this theory are such that she should do everything possible to ensure that the deficiency needs of students are satisfied, so that they are more likely to function at a higher level, ie. if students feel physically comfortable, safe and relaxed in class, enjoy a sense of belonging and experience self - esteem, they will be more likely to seek satisfaction of their growth needs.

### **Limitations of Motivational Theories**

Of the theories mentioned each advocates a completely different method or means of motivating student to learn and in assessing their value it is important to establish their limitations, their effectiveness and ineffectiveness in possible classroom situations. the behaviourist approach to motivation, ie. that learning is said to take place as a result of some kind of reward, or through the use of Programmed learning, denies students the opportunity to learn from their mistakes and to come to understand flaws in their own thinking. Research has shown that Programmed learning can be highly efficient in terms of retention, but there is still a question as to how far it encourages students to be active in their own learning, to pursue their own interests and frame their own questions. When this type of motivation is used there is serious doubt as to whether understanding is achieved. It is worth mentioning at this point a study by M.R. Lepper,

The study was carried out in a nursery school. Some children were given materials to draw with and were told that they would get a

1. The first part of the report deals with the general situation of the country and the results of the survey. It is divided into two main sections: the first section deals with the general situation of the country and the results of the survey, and the second section deals with the specific results of the survey.

2. The second part of the report deals with the specific results of the survey. It is divided into three main sections: the first section deals with the results of the survey in the field of agriculture, the second section deals with the results of the survey in the field of industry, and the third section deals with the results of the survey in the field of commerce.

3. The third part of the report deals with the conclusions of the survey. It is divided into two main sections: the first section deals with the conclusions of the survey in the field of agriculture, and the second section deals with the conclusions of the survey in the field of industry and commerce.

4. The fourth part of the report deals with the recommendations of the survey. It is divided into two main sections: the first section deals with the recommendations of the survey in the field of agriculture, and the second section deals with the recommendations of the survey in the field of industry and commerce.



prize for drawing, which they did. Other children were given the same materials but with no prizes. Some days after all children were given opportunity to use the same materials in a situation where other toys were also available, the question was; would the groups differ in the amount of time spent in drawing? One might have expected that those who had been rewarded would return more eagerly to the situation which had been reinforced. But the opposite happened. Children who had been rewarded spent a smaller proportion of time drawing. If one takes as criterion not the time freely spent on an activity, but the person's own statement of how much it has been enjoyed, the same sort of thing is found; extrinsic material reward tends to decrease enjoyment. And there is some evidence to suggest the quality of what is produced may decline. (14)

Downey and Kelly suggest, "The very essence of human learning is that it is not simply reproductive, but is active, highly individual and unpredictable," and, they continue, "the very nature of learning lies in the unpredictable and unexpected." (15) If this is so then we may find more value in the intrinsic methods of motivation found in the cognitive theory, as outlined above. This view places much of it's emphasis on ambiguity, doubt and cognitive incongruity. Various sources of evidence suggest that this kind of intrinsic motivation is not only a plausible concept, but it is also effective in the classroom, and can help pupils to understand and remember new material, and also encourage them to search actively for new information to attempt to solve problems for themselves, as well as to recognise problems when they occur.

Finding an answer to a problem or mastering a skill becomes it's own reward, however, as a means of motivation it has a major limitation; as it is not always easy or even possible to induce students to experience a cognitive disequilibrium sufficient to stimulate them to seek answers. As Bruner says, "Surprise favours the well - prepared mind". (16) It is also difficult to pre - determine the extent of familiarity students may already have of certain subjects. Maslow's theory of growth motivation would seem to work well in an ideal situation, but even if the lower - level needs in this hierarchy were satisfied in one

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's development.

The second part of the report deals with the economic situation of the country. It is a very interesting and informative study of the country's economic development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's economic development.

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The fourth part of the report deals with the political situation of the country. It is a very interesting and informative study of the country's political development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's political development.

The fifth part of the report deals with the cultural situation of the country. It is a very interesting and informative study of the country's cultural development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's cultural development.

The sixth part of the report deals with the environmental situation of the country. It is a very interesting and informative study of the country's environmental development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's environmental development.

The seventh part of the report deals with the international situation of the country. It is a very interesting and informative study of the country's international development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's international development.

The eighth part of the report deals with the future of the country. It is a very interesting and informative study of the country's future development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's future development.



student, the chances of this happening in all students are unlikely. As well as this, students are not unaffected by external influences out of the control of the teacher, eg. a student who feels that her parents do not love her, or that her peers do not accept her, may not respond as Maslow predicts. This partly explains why, when some people are allowed freedom to choose, they seem to consistently make wise choices. Most people however, frequently make self - destructive choices. Maslow explains such apparent contradictions in this way:

Every human being has two sets of forces in him. One set clings to safety and defensiveness out of fear, tending to regress backward, hanging onto the past, afraid to grow.... to take chances, afraid to jeopardise what he has, afraid of independence and freedom. The other set of forces compels him forward to self - actualisation. (17)

The difficulty with this theory is knowing when and if the student's deficiency needs have been fulfilled.





## Footnotes, Chapter One

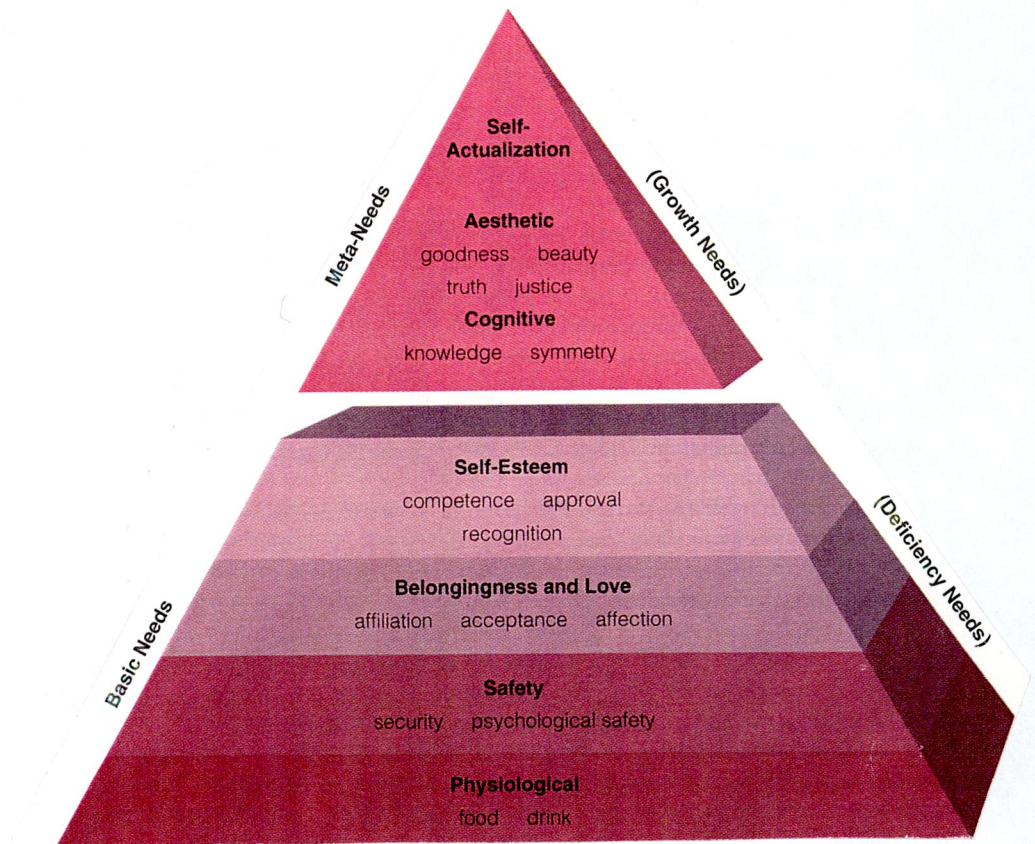
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2. R. Hague and W. Spikes, Longman's Dictionary, (Great Britain: Harlow and London, 1968), p. 762.
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6. Michael J. A. Howe, A Teacher's Guide To The Psychology Of Learning, (Great Britain, Camelot Press: 1984) p. 4.
7. David Fontana, Psychology For Teachers, (London, Macmillan Press:1981) p. 141.
8. Michael Downey and A. Kelly, "Motivation and Learning," in The Theory And Practice Of Education, (London: Harper And Row: 1986),p. 58.
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10. R. Biehler and J. Snowman, Psychology Applied To Teaching, (Boston: Houghton and Mifflin Press: 1986), p. 351.
11. Abraham, Maslow, "Cognitive Interpretations of Motivation" in Motivation and Personality, (London: Harper and Row: 1970), p. 194.
12. Michael Downey and A. Kelly, Motivation and Learning, in The Theory And Practice Of Education, (London: Harper And Row: 1986), p. 58.
13. Abraham Maslow's Hierarchy of Needs cited in R. Biehler and J. Snowman, Psychology Applied To Teaching, (Boston: Houghton and Mifflin Press: 1986), p. 474.
14. M. Lepper a study cited by Margaret Donaldson in, Children's Minds, , (London: Fontana: 1987), p. 116
15. Michael Downey and A. Kelly, Motivation and Learning, in, The Theory And Practice Of Education, (London: Harper And Row: 1986), p. 58.
16. Abraham Maslow cited by R. Biehler and J. Snowman in, Psychology Applied To Teaching, (Boston: Houghton and Mifflin Press: 1986), p. 476





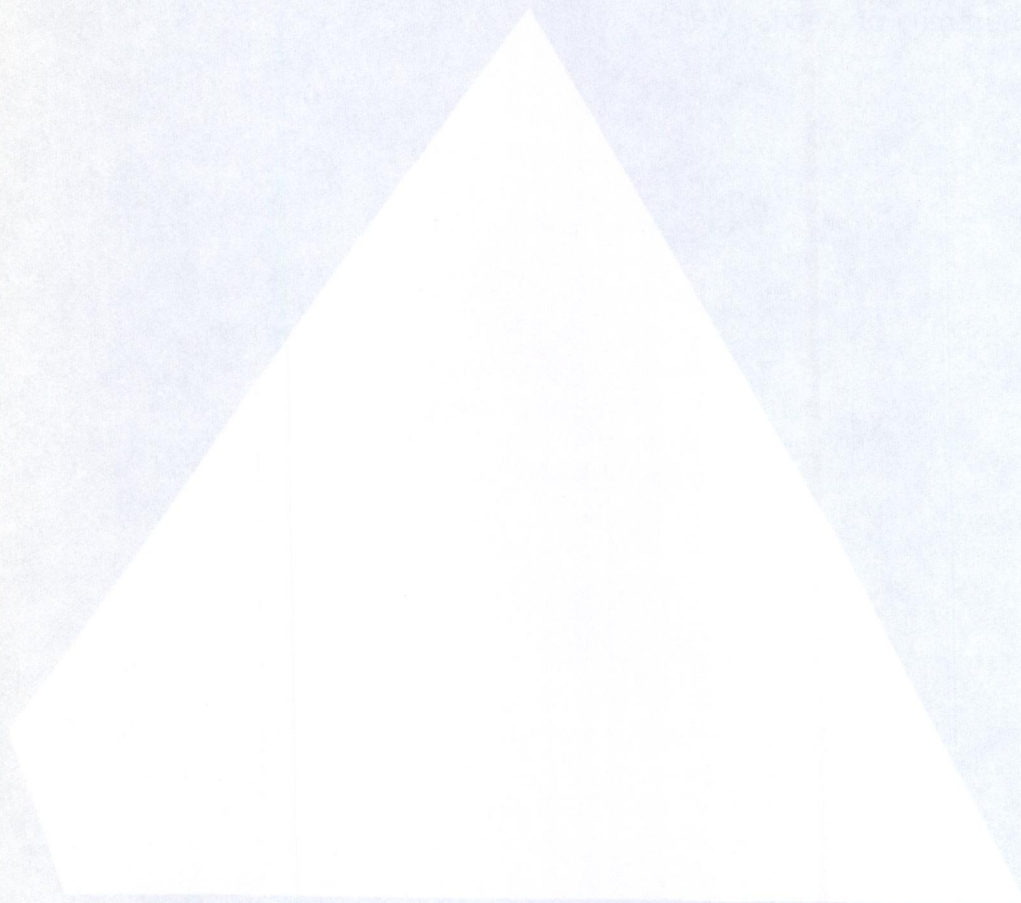
## Tables, Chapter One

Maslow's "Hierarchy of Needs" (1943)



Source: Biehler and Snowman, "Psychology Applied to Teaching", Ch. 11. P. 475 (Boston, Houghton, Mifflin, 1986).





## Chapter Two







## Chapter Two

### Behavioural and Cognitive Approaches and their Effects on Learning

"There is always another chance..... This thing that we call "failure" is not the falling down, but the staying down." (1).

It is generally understood that there is an established link between learning and motivation. Another factor closely linked with motivation and learning is social behaviour. It is considered by many that good social behaviour in the classroom is necessary for effective learning to take place. The behavioural approach to teaching refers to the extrinsic application(s) of behavioural psychology to promote good classroom practice by, almost exclusively, positive methods, namely **reinforcement**. Examples of which can vary from the introduction and evaluation of work to the tone used in teacher appraisal, to good reports, examinations and grades etc. there is much evidence to suggest that human behaviour is controlled by reinforcement or lack of it. This latter approach is based on the principal that **extinction** is likely to occur when positive reinforcement is replaced by negative reinforcement, thus causing the act to cease, eg. removal of any privileges, detention, isolation of students in class, poor reports and letters home etc.

The reinforcement of successful behaviour is an important aspect of the behavioural approach and one which is central in its application in the classroom, but both these types of **behaviour modification** must be used with great care as it can, for example, prove counter - productive to grade students with a less than sincere mark in an attempt to reinforce or extinguish specific types of behaviour. A conscientious line must be drawn by the teacher and definite discrimination made regarding assessment of the art - making process and of social

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1. The first part of the report discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the report describes the various methods used to collect and analyze data. It includes a detailed discussion of the sampling techniques employed and the statistical methods used to interpret the results.

3. The third part of the report presents the findings of the study. It shows that there is a significant correlation between the variables studied, and that the results are consistent with the hypotheses proposed.

4. The fourth part of the report discusses the implications of the findings for policy and practice. It suggests that the results of the study can be used to improve the efficiency of the financial system and to reduce the risk of fraud.

5. The fifth part of the report concludes the study and provides a summary of the key findings. It also includes a list of references and a list of appendices.



behaviour in order that one should not suffer at expense of the other.

It must also be mentioned that it is essentially the **teacher's role** in directing the behavioural modification of students. The events that take place behind the closed doors of the classroom are, to a very large extent, controlled by the teacher, for example, the learning atmosphere and level of participation by students are both factors determined by the teacher. More important however is the structured organisation of information imparted. The behaviourists advocate the use of programmed learning as a source of positive reinforcement which is specifically structured in order that students achieve some level of **success**.

#### **Success and Failure in the Classroom**

The most significant factor relating to programmed learning is the level of control given to students over their work. Michael Howe, in his book, "The Psychology of Learning", draws our attention to the experiments of Martin Seligman, whose work shows that when a student does not have control over what happens to her work, and **learns** that she has no control she may become unresponsive, passive, isolated, withdrawn and indecisive learning, poorly and failing to display normal social behaviours. This Seligman defines as "**Learned Helplessness**", (2)

In what he defines "**student mastery**", Howe states,

It is highly probable that the effectiveness of educational experiments has been due, to children gaining greater control over the circumstances in which they learn. Especially important is the element of control and the fact that individuals are allowed to make choices for themselves. (3)

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We can simplify the consequences of learned helplessness and student mastery into two categories as determined by Richard De Charms, who in his book "Enhancing Motivation", makes the distinction between students who perceive themselves as **Pawns** controlled largely by external forces, or as **Origins**, regarding their actions as being caused by their own free will, thereby assuming responsibility for their own activities and achievements.

It is obvious to me that the experiences of succeeding or failing inevitably contribute to the student's assessment of their own ability and to expectancies concerning success in the future.

### **Piaget and Cognitive Development**

Piaget believed that the child should be viewed as an ingenious scientist who conducts experiments on the world to see what happens. Piaget was convinced that children's abilities to think and to reason progress through a series of qualitatively distinct stages as they mature. He divided cognitive development into four major stages, the last two extreme in their relevance to post - primary education. However before discussing them it is important to note just what Piaget said concerning cognition.

"The mind neither copies the world, passively accepting it as a ready - made given, nor does it ignore the world, autistically creating a private mental conception of it out of whole cloth. "(4)





That the child is not simply an empty organism, nor is learning passively filling up an empty vessel. Under Piaget's third stage of **Concrete Operations**, commencing between the ages of 7 and 11 years, children come to think logically about objects and events, comprehend the values of number, mass and weight and classify objects according to several features, ordering them into single dimensions such as size.

At this stage they are young, logical positivists who understand functional relationships because they are specific and because they can test the problems out. Their ability to understand the world is now as logical as it once was illogical. Piaget's fourth and final stage, that of **Formal Operations**, commences between the ages of 11 and 16. The shift to the formal operations stage is quite noticeable to the teacher because the remarkable differences in the characteristics in thinking. At this stage, young adults can think logically about abstract propositions and test hypotheses systematically. They become concerned with the hypothetical, to put it another way, primary school children tend to think about what is; adolescence, about what might be and this means the teenager has a greater potential for examining logical evidence before reaching a conclusion.

Adolescents recognise that others' viewpoints are different from their own and that others have different interests, knowledge and ways of thinking than themselves. This could be defined as abstract thought and when the potential for this is developed, students are able to attain logical, rational, abstract strategies. Symbolic meanings, metaphors and similes can now be understood. The cognitive, or discovery approach refers to the intrinsic application of cogni-

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tive psychology whereby the teacher must assume students possess a built-in desire to learn because they have an innate urge to make sense of what they observe and experience. Therefore, Cognitivists maintain **learning is its own reward**. As teachers, we can get students to say they know, or force them to memorise, but we should not be fooled into believing that they really understand. According to Piaget, the activity of assimilating certain experiences forces the child to accommodate, or **internalise** them. This process is critical to cognitive growth and cannot take place if experiences are allowed to go in one ear and out the other. Piaget suggests that the most complete development takes place when students assimilate experiences from their environment.

**Equalibration** is the process of balancing what the student already knows, **assimilation**, and what he/she may be asked to learn that doesn't quite fit, **accommodation**, i.e. **cognitive disequilibrium**, learning by exposure to a moderately discrepant environment. The problem with this lies in what purpose this discrepancy, or disequilibrium, should serve. On this subject R.E. Snow states; "This is important because, no matter how you try to make an instructional treatment better for someone, you will always make it worse for someone else." (5) Fundamental to this principal and to the Art, Craft and Design Curriculum is the fact that students are **individuals** and they constantly remind teachers of this fact.





## Assessing Motivation - Behavioural and Cognitive

"Society is never an entity separable from the individuals that compose it", (6)

Behavioural and cognitive approaches present us with a less than complete picture regarding the extent to which students learning experiences are affected by motivation, because they both fail to account for indirectly affective factors. The most important factors affecting students' levels of motivation are their own individual characteristics. Those students who have a high self - esteem, level of aspiration and standards of achievement, who are confident and able with many abilities and aptitudes, who have always earned high grades or who come from affluent backgrounds which provide them with a wide variety of experiences, who are healthy and happy with supportive parents are much more likely to be motivated in their work than students who do not have these advantages.

In practically assessing motivation I am, as the terms behavioural and cognitive imply, concerned solely with the observable aspects of student behaviour, together with their work, which reflects the process of cognitive learning, as the only evidence we have in assessing what students can do or will do and about what they believe in comes to us by observing their behaviour and the work they produce.

For the purpose of this dissertation I have used De Charms' method of origin and pawn to assess the classroom climate as supportive of autonomy or as controlling ie, students initiating their learning behaviour as **Active** participants in the class as well as experience in the classroom as controlling with myself directing their learning behaviour, students experiencing **Passive** learning.

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#### **Observable Characteristics of Origin Behaviour**

1. More committed to the task.
2. More work - orientated.
3. More attentive.
4. Greater assumption of personal responsibility to extra tasks, support of others and aid to weaker students.
5. Greater autonomy and capability in decision - making and problem - solving.  
Assertive.
6. Less pretentious and disruptive behaviour.

#### **Observable Characteristics of Pawn Behaviour**

1. Strictly obedient to authority.
2. More withdrawn, isolated and indecisive.
3. More dependent on external reinforcement.
4. Pretentious and disruptive behaviour.
5. Greater helplessness.

The assumption taken here, is that origin students experience greater levels of motivation because they are originating their own behaviour. These points will be used as a guide for the assessment of student motivation in a pre - designed project.





### **Art, Craft and Design - Aims**

The aims of Art, Craft and Design within the Junior Certificate curriculum are not solely applicable to Junior Certificate students, they are thorough, yet necessary and most importantly, they refer to the development of all aspects of the individuals needs, eg, aesthetic, emotional, physical and social, in short, **Education For Life**, be it their personal life, family life, working life, for living in the community and for leisure.

Robert Clement defines the **basic** aims of art education in a similar manner.

**Aesthetic Aims** - help students to understand and use the language of aesthetics and to comprehend the nature and function of art forms within the context of their own work, within a historical context and within the context of their own environment and culture.

**Perceptual Aims** - provide students with the particular perceptual skills needed to comprehend and respond to art and design forms and to the visual environment

**Technical Aims** - teach the necessary skills involved in the use and manipulation of materials.

**Personal and Social Aims** - improve the quality of student's learning, their ability to think, perceive, make decisions, work through problems, etc... Heightening and improving the students' personal perception of the world and their reactions and responses to it. <sup>(6)</sup>

Teacher's planning schemes and projects must ensure the practical incorporation of these aims in classroom situations.





## Footnotes Chapter Two

1. Ruth Benedict cited in C. Moore, Inspirations, (London: Magnum Publishers, 1991), p. 40.
2. Michael J. A. Howe, A Teachers' Guide To The Psychology Of Learning, (Oxford: Blackwell, 1984), p. 144.
3. Ibid p. 147.
4. Norman A. Sprinthall, and C. Richard, Educational Psychology a Developmental Approach, (US: McGraw - Hill Press, 1990), p. 102.
5. R.E. Snow, Aptitude, Learning And Instruction Volume 1, (New York: Erlbaum Publishers, 1986), p. 266.
6. Robert Clement, The Art Teacher's Handbook, (U.K.: Stanley Thornes publishers, 1993), p. 2.





## Chapter Three



## **Chapter Three**

### **A Classroom Project**

"Nothing is interesting if you're not interested". (1)

In this chapter I propose to give an outline of the project through a brief synopsis of the Aims and Objectives of lessons and to assess student levels of motivation by observing both the behaviour, according to the characteristics of **origin** and **pawn**, and students' work.

#### **Project Objectives**

(1) To explore line, shape, tone, colour, texture, form and proportion through two and three - dimensional work, using the head, cube and aspects of student environments as a source.

(2) To explore the potential of a variety of media, both conventional and unconventional, eg. paper, paint, card, elastic, wire, hardboard, acetate, tissue paper and fabric etc...

(3) To understand and develop the students' ability to identify aspects of the environment e.g. themselves, as individuals existing as part of a whole.

#### **Project Aims**

(1) To understand the use of drawing and 3 - D construction from direct observation, recording and analysis, as a means of thinking, communicating and

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1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research.

2. The second part of the report is a detailed description of the methodology used in the study. It includes information about the sample, the data collection methods, and the statistical analysis.

3. The third part of the report is a discussion of the results of the study. It presents the findings of the research and discusses their implications for the field of study.

4. The fourth part of the report is a conclusion and a list of references. The conclusion summarizes the main findings of the study, and the references list the sources used in the research.

5. The fifth part of the report is a list of appendices. These appendices contain additional information that is relevant to the study but is not included in the main text.

6. The sixth part of the report is a list of figures and tables. These figures and tables provide a visual representation of the data and the results of the study.

7. The seventh part of the report is a list of footnotes. These footnotes provide additional information about the study and the sources used in the research.

8. The eighth part of the report is a list of keywords. These keywords are used to describe the main topics of the study and to facilitate the search for related research.

9. The ninth part of the report is a list of acknowledgments. These acknowledgments thank the individuals and organizations that provided support and assistance during the study.

10. The tenth part of the report is a list of references. These references list the sources used in the research and provide information about the availability of these sources.

11. The eleventh part of the report is a list of appendices. These appendices contain additional information that is relevant to the study but is not included in the main text.

12. The twelfth part of the report is a list of figures and tables. These figures and tables provide a visual representation of the data and the results of the study.

expressing.

(2) To develop in the students the ability to apply evaluative criteria to their work and to the work of others, in their experience with the natural and social environment and with the mass media.

(3) To make students aware that they do not exist in isolation but with others in a society, and therefore to promote the ability to work positively with others.

Addressing the individual needs of the student at the onset of any project is, I feel, of paramount importance. However, in order for any lesson to be successful in terms of motivation, it must appeal to the group in some way. It is again worth stressing at this point that it is imperative in the role of a teacher to take into account students' levels of ability and their previous experiences in art. The group comprises 24 second year students of mixed ability, average age 13 years. As such they have already experienced a preliminary year which consisted of experience in a wide variety of media incorporating various elements of design. I feel it important that the student easily identify with a theme that strongly relates to their culture/**youth culture**. The theme, **Me, Myself and I**, was chosen specifically for this reason. Students are, to themselves, the most readily available and easily accessible source of identification and inspiration.

As the theme suggests, the project was to be divided into three sub - projects, each representing particular disciplines within the curriculum eg, drawing, painting, 3 - D, etc.. They come together in this project in the form of:

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- (a) Expressionist Portraiture
- (b) Monogram Design
- (c) 3 Dimensional Mobile design

### **Lesson One - Observational Drawing**

#### **Process -**

To create and develop an awareness and understanding of line, shape, form and proportion through outline, continuous and memory drawing using the self as a source. (See Fig's 1, 2, 3 overleaf)

During the introduction of this lesson, as well as myself, students seemed generally overwhelmed with the amount of attention and visual stimulation they received regarding the theme and work. It was obvious they were unused to, what must have seemed a bombardment of questions and ideas, later recommenced during critical evaluation of their work. It can be said that this was a period of transition for all students and this was obvious in their behaviour which was mixed and reflective of both **origin** and **pawn** behaviour.

One point to mention is the fact that each student was given his/her own mirror during the lesson and, as a part of its preservation, told to put their name on it and look after it. this responsibility elicited in most students many of the characteristics of origin behaviour, later evident in their work. Another point to mention is the use of my own work emphasised, as an example, not of the right way to do it, but rather as one of many approaches to solving a particular problem.







Fig 1

Fig 2

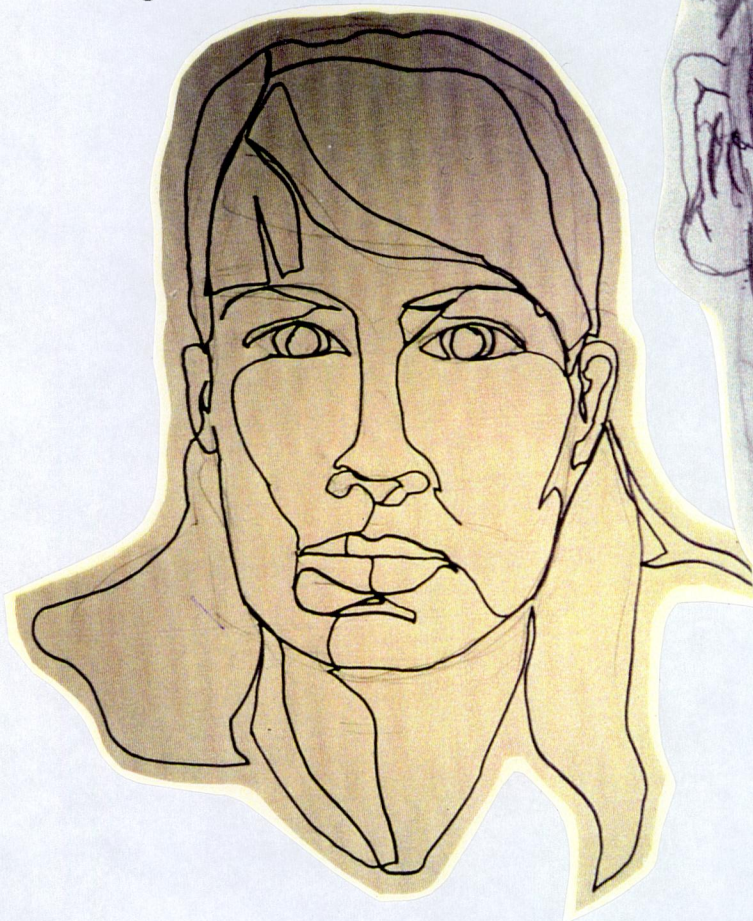


Fig 3

Fig. 1

Students' work - Outline Drawing

Fig. 2

Visual Aid - Continuous Line Drawing

Fig. 3

Students' Work - Continuous Line Drawing





## **Lesson Two - Observational Tonal Drawing**

### **Process -**

To create and develop an awareness and understanding of proportion and form through tone using the head as a source. (See Fig's 4, 5 overleaf.)

Now aware of the lesson format loosely, introduction, activity and evaluation, students became more confident in their answering and it also became more apparent that the length of the introduction must match the activity/lessons objective, too long and the objective is not adhered to, too short and students become confused, unaware of what they have to do and how to do it. They must always be organised and occupied. As well as this, they must never be patronised by the lessons objective which must also clearly state any underlying problems.

Students exhibit all the characteristics of origin behaviour, a limited few more pretentious and disruptive in exhibiting the characteristics of **pawn** behaviour. This was largely related to the use of black and white conte as an unconventional medium with which students were not familiar. This behaviour was not reinforced and those students reprimanded.

## **Lesson Three - Observational Tonal Drawing (Expressionist)**

### **Process -**

To create and develop an understanding and awareness of form using tone to describe emotions reflected by specific expressions eg, fear/anger etc. (See Fig's 6, 7 on p. 31)

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Fig. 4.



Fig. 5.

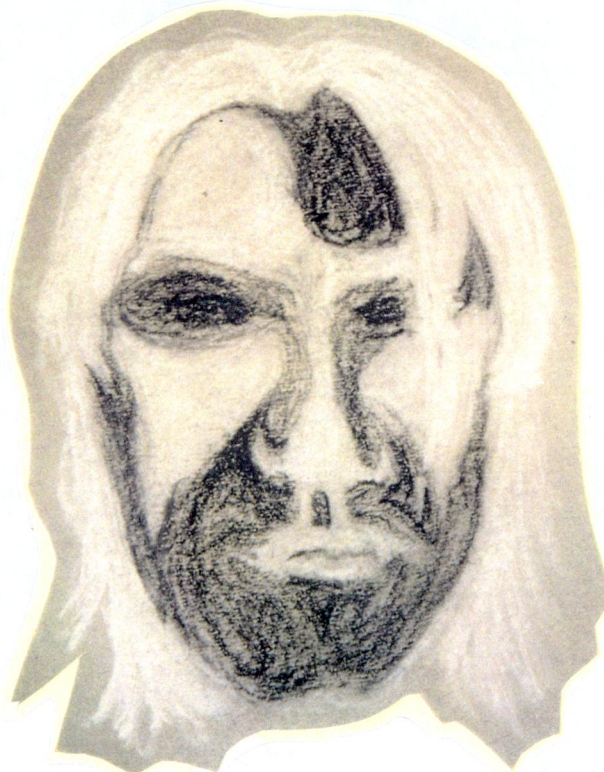


Fig. 4

Visual Aid - Form Through Tone

Fig. 5

Students' Work - Form Through Tone





Fig. 6

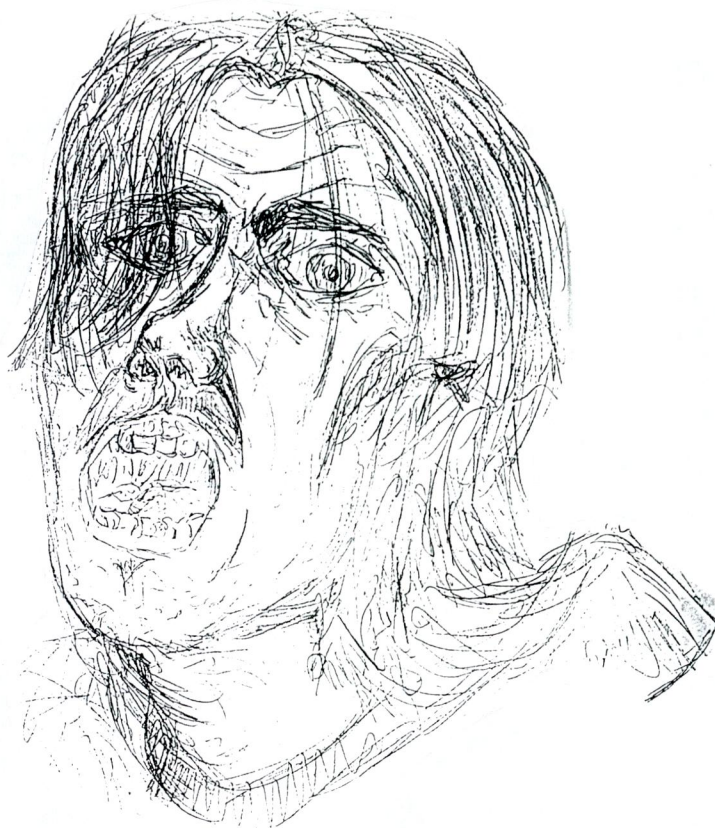
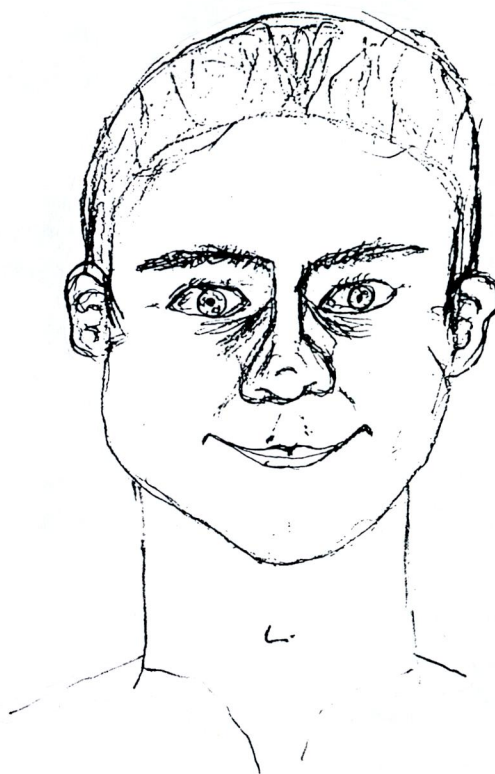


Fig. 7



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Fig 6                      Students' Work - "Fear" Form Through Tone

Fig 7                      Students' Work - "Happy" Form Through Tone







Students were less inhibited to express emotive expressions after an introduction which analysed the work of German Expressionist painters and examples of my own work. They were able to sustain poses without distraction after studying the structural form of a skull and relating it to their own heads by associative touching. I feel the use and relevancy of visual source material, readily associated with youth culture eg, tonal portraits of Ryan Giggs. Students expressed the characteristics of complete **origin** behaviour.

#### **Lesson Four - Six - Painting (Expressionist)**

##### **Process -**

To create and develop an understanding and awareness of colour, tone and form through Expressionist painting. (See Fig's. 8, 9, 10, 11 on pages 31, 32)

Students discussed colour association with emotion eg.

red, orange and purple - anger

yellow, orange - happiness

green - jealousy

blue - sadness

black and grey - grief

white - fear

Students came to understand, through their own use of primary coloured acetate and an overhead projector how colours affect each other to form secondary and tertiary colours and the complementary relationship these colours have with each other. Previous to this students were placed into groups, referred to as teams, to assess whether a competitive element would enhance students levels of motiva-

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Fig. 8

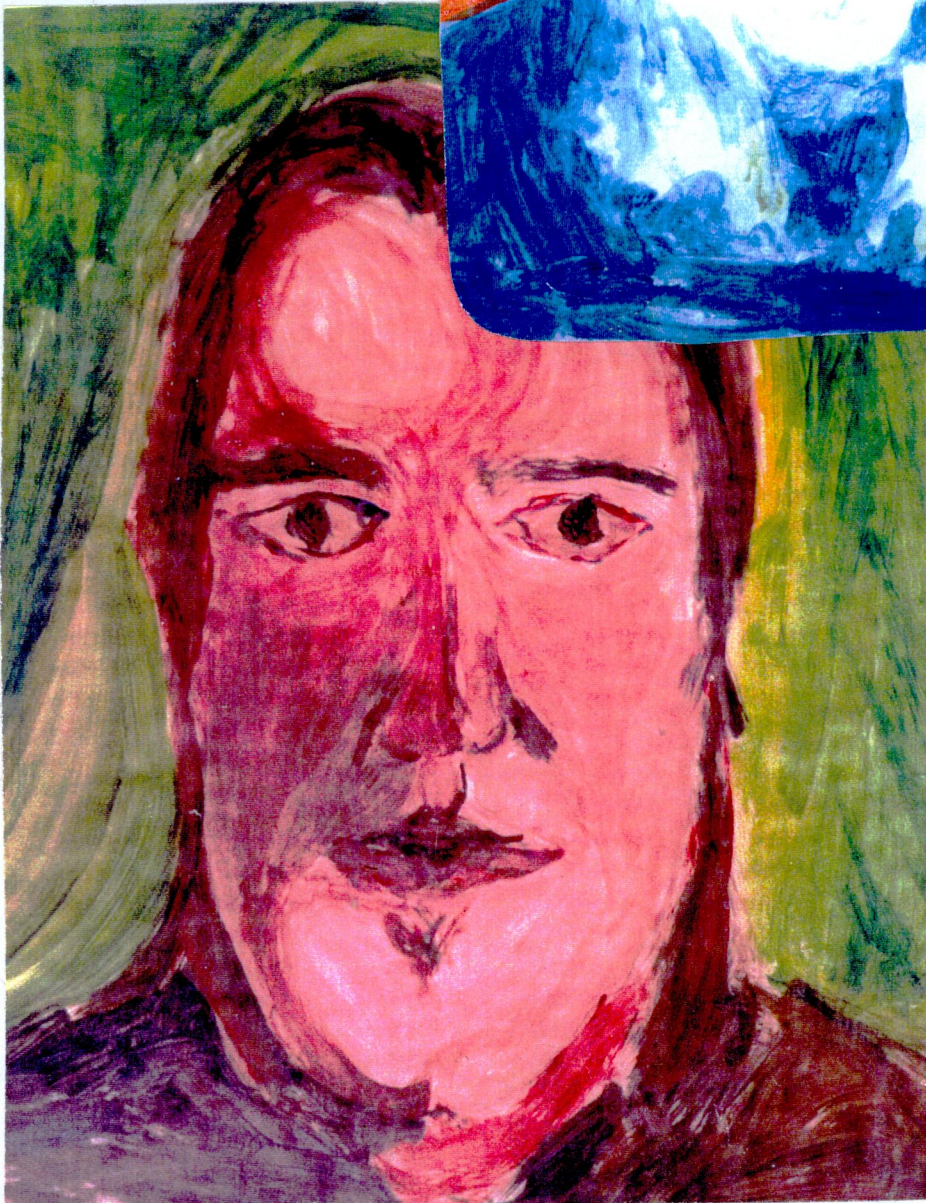


Fig. 9

Fig. 8 Visual Aid - Expressionist Painting Using Complementary Colours "Sad"

Fig 9 Students' Work - Expressionist Painting Using Complementary Colours "Happy"







Fig. 10

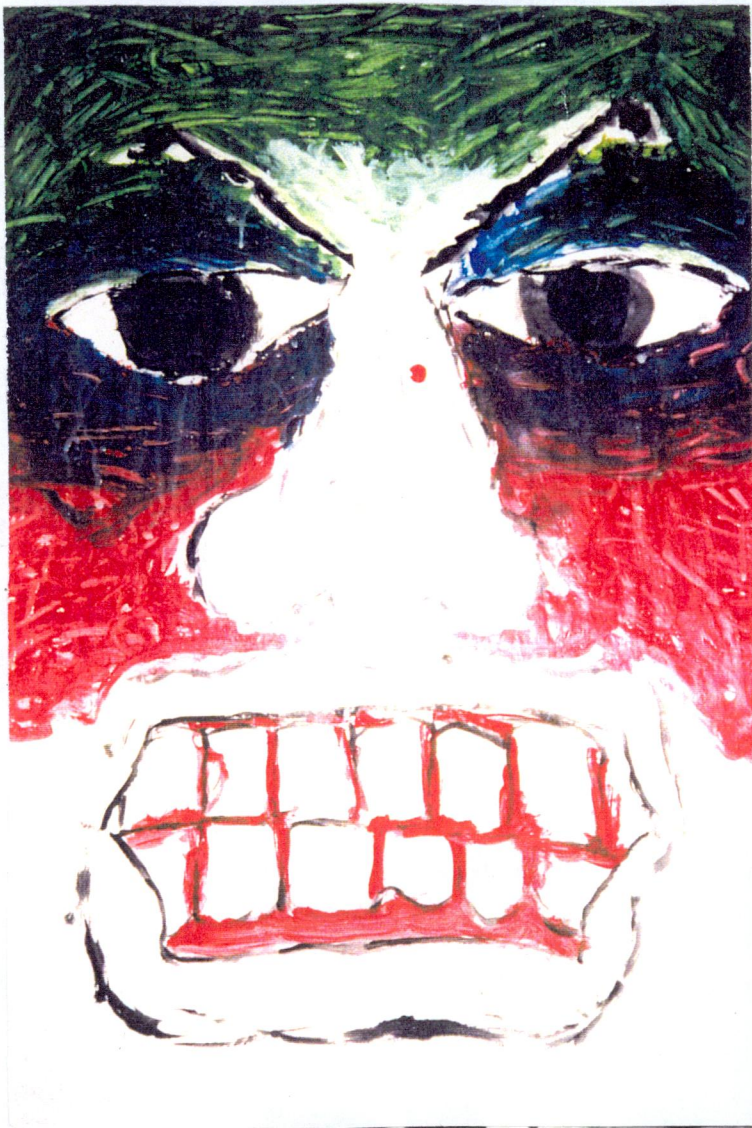


Fig. 11

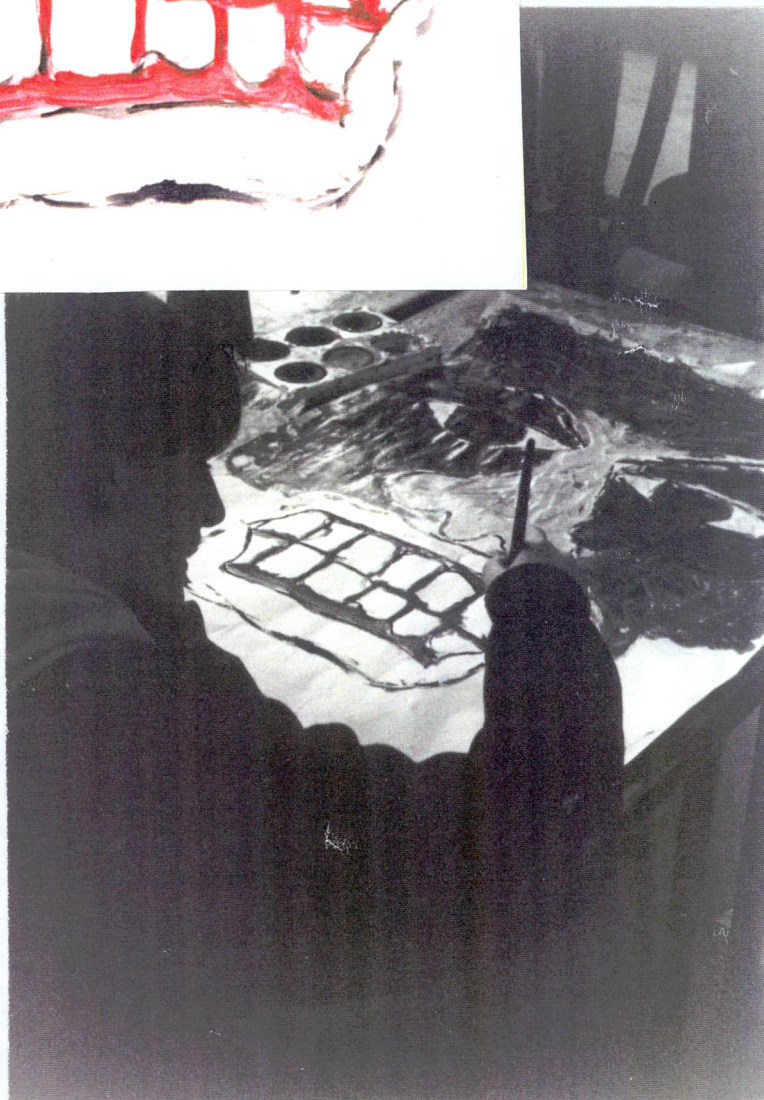


Fig 10

Students' Work - Expressionist Painting Using Complementary Colours "Angry"

Fig 11.

Student Working



10

11

tion. Students were given a limited amount of time to mix, and name as secondary or primary as many different colours as they could. A marked difference here was that the boys became judgmental of any fellow members they deemed unfit for their group while the girls were only reluctant to let any male into their group. This was discussed and through their own decisions teams were quickly formed and the characteristics of origin behaviour displayed.

It is apparent to me that as as the case with most rational adults, we are all afraid to take responsibility for others or to let others assume responsibility for ourselves. Strong wills are rife in adolescents of this age. However it must be the role of the teacher to decide whether their students are apprehensive in their work, because they are afraid to **assume responsibility for themselves**. This can easily be identified in students who display pawn behaviour. When these students are identified the teacher must intercede and reassure students that making mistakes, usually the cause of apprehensive behaviour, is fundamental to the learning process.

I have only referred to one small subsection of an entire project because I do not wish to repeat myself, however I will make reference to two separate lessons in which there were marked difference in students behaviour.

The **first lesson** was based around the design of a monogram (See Fig's. 12, 13, 14. overleaf) in which students worked on their own to design and cut their initials from a template for a cube. (See Figs 15, 16, 17 pgs. 35 - 37) Students were aware that when they cut their initials into the card they would have to be legible when the cube was constructed. this was a difficult task for students to

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Fig. 12



Fig. 13



Fig. 14

Fig 12                      Students' Work - Monogram Designs

Fig 13                      Students' Work - Monogram Designs

Fig 14                      Students' Work - Monogram Designs





Fig. 15

Student Cutting Initials







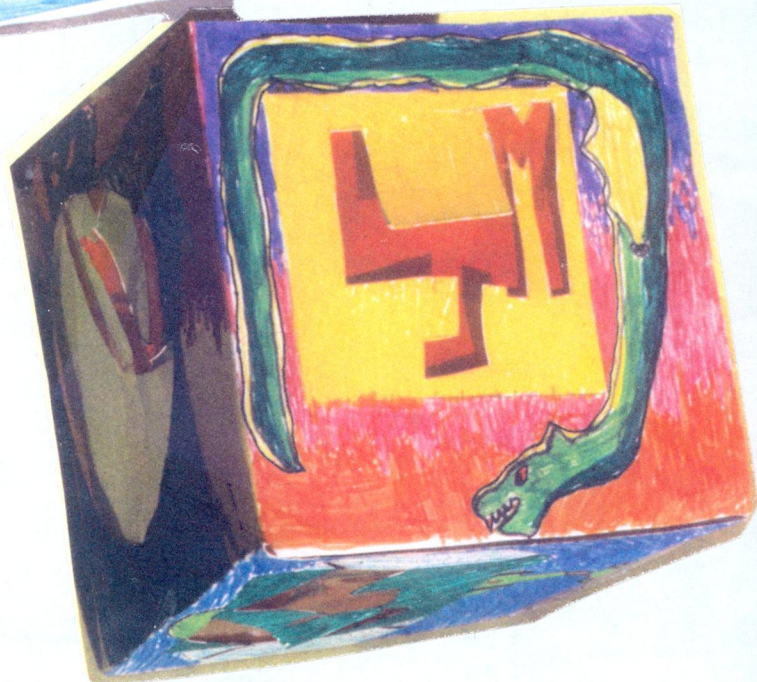


Fig. 16

Students' Cubes



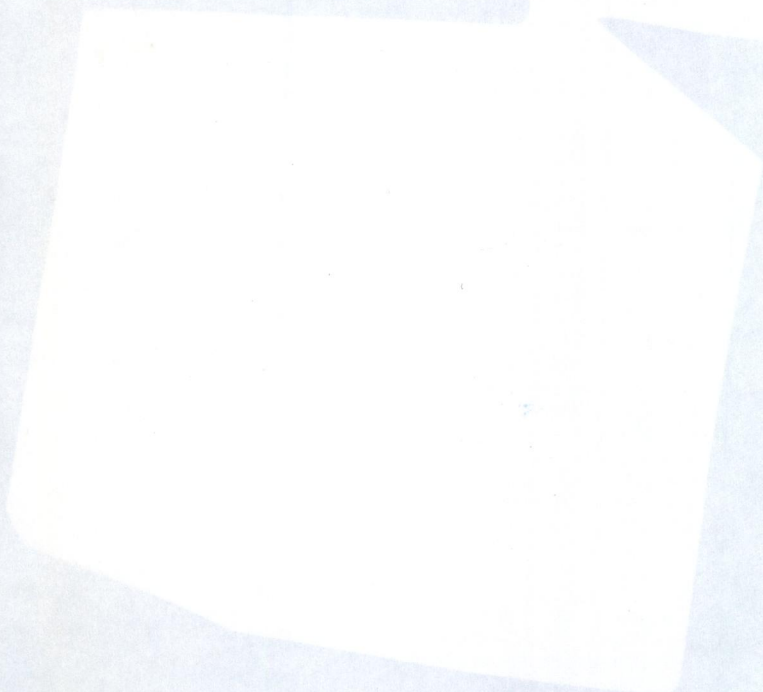
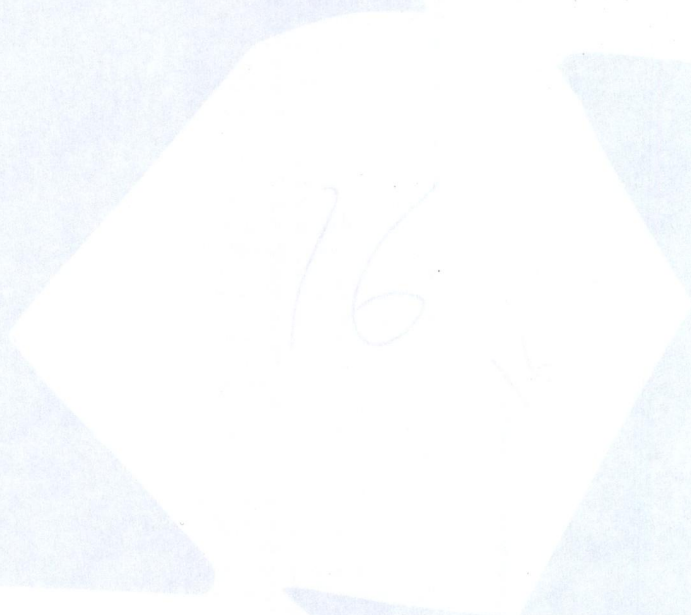


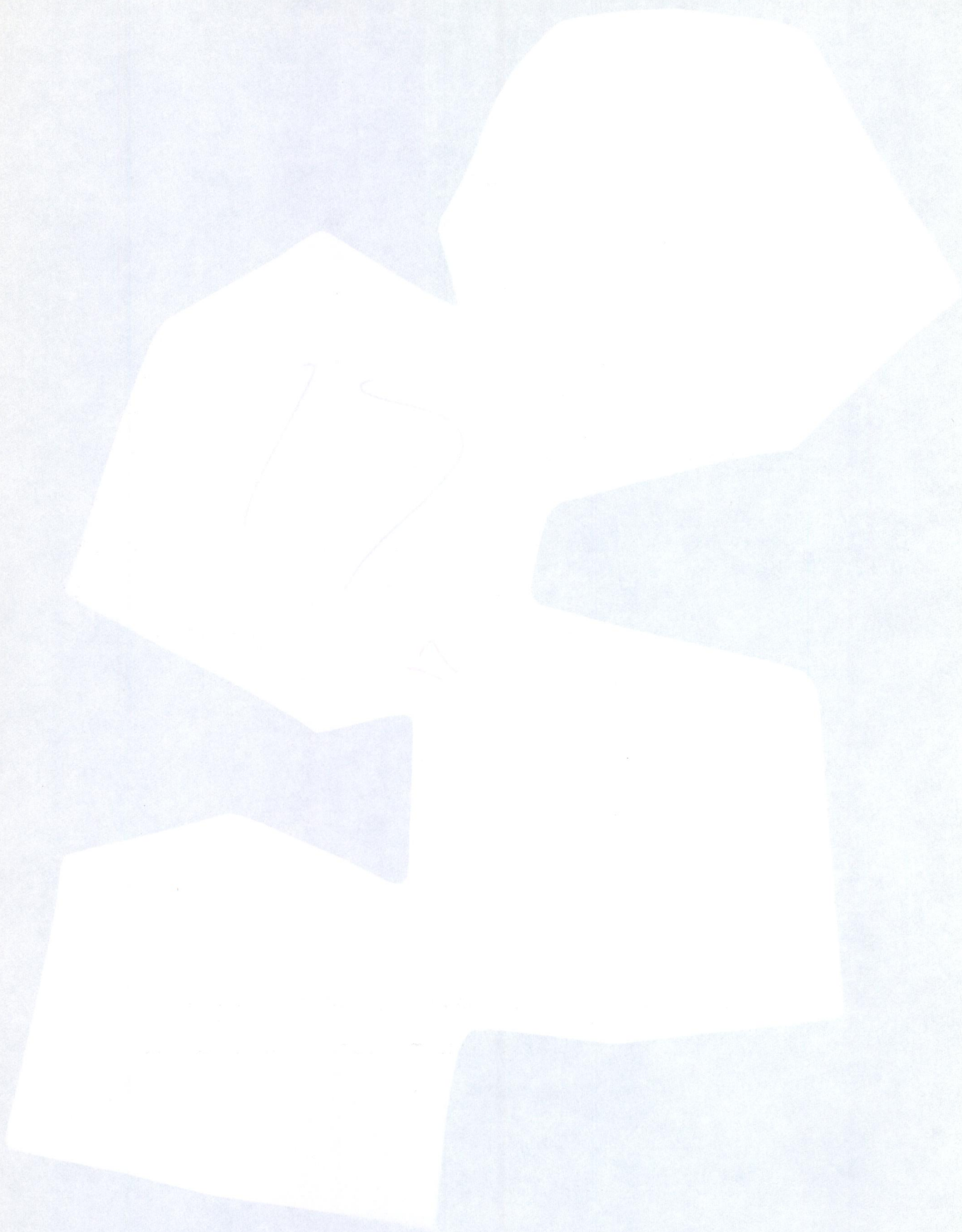




Fig. 17

Students' Cubes





grasp and together with the fact that they were using potentially dangerous equipment, namely steel blades, was a contributing factor in their behaviour. All students were aware of the task in hand and it's difficulty and this was reflected in the elicitation of origin behaviour

The **second lesson** centred around the design and construction of wire and wood supports as necessary components of a hanging mobile. (See Fig's 18, 19, 20 overleaf.) Students were again placed in groups of four and five at this stage, they readily placed themselves and began work to solve the problems independent of any advice from myself. However, the use of an abundant source of unconventional media seemed to throw them into disarray, reflected in the profusion of pretentious and disruptive behaviour. For students to feel confident, using new kinds of media in their work, they must have or have had some understanding of it's limitations. It was for this reason that I determined more observable characteristics of pawn behaviour and a decline of those of origin behaviour.

In addition to observing specific behaviour types, to which I subsequently translated in assessing student levels of motivation and in turn their effect on learning, students were given self - evaluatory worksheets. These worksheets questioned:

- (1) What students had to do.
  - (2) How they did it.
  - (3) Problems occurring.
-







Fig. 18

Students' Constructing Wire Support for Cube







Fig. 19



Fig. 20



Fig 19

Wooden Supports for Hanging Mobiles

Fig. 20

Students Hanging Mobiles





- (4) How they were overcome.
- (5) Whether they enjoyed their work and reasons why.
- (6) What students learned.
- (7) How they could have improved their work.

It is important to note that nearly all students identified difficulty with the same problems ie. that they were all concerned with three - dimensional construction eg. wire manipulation and cutting of monograms into template - cube walls as well as conflicting views in group work. They also disliked the critical evaluation of their work by others but did recognise it's significance to the learning process for themselves and for others. For these reasons students that felt they did not enjoy the work as much as they could have but they had learned to value the opinions of their fellow students and use of a wider variety of media. While most students claimed to have worked hard, nearly all agreed they could have worked harder to solve design problems and to fulfil set learning objectives.





## Chapter Four





## Chapter Four

### Environmental Sources Of Motivation

"The Culture is sun and food and water: It is not the seed." (1)

Maslow's theory of Growth Motivation, outlined previously in Chapter One, categorises human needs into two groups - Basic and Meta, identifying the importance of satisfying the first in order that the second be fulfilled, that a deficiency of basic needs, also termed deficiency needs, i.e. ...

**Physiological needs** - the basic biological needs for food, water and temperature regulation;

**Safety needs** - needs that are manifested in peoples' efforts to maintain social, predictable, orderly, and therefore non - threatening environments;

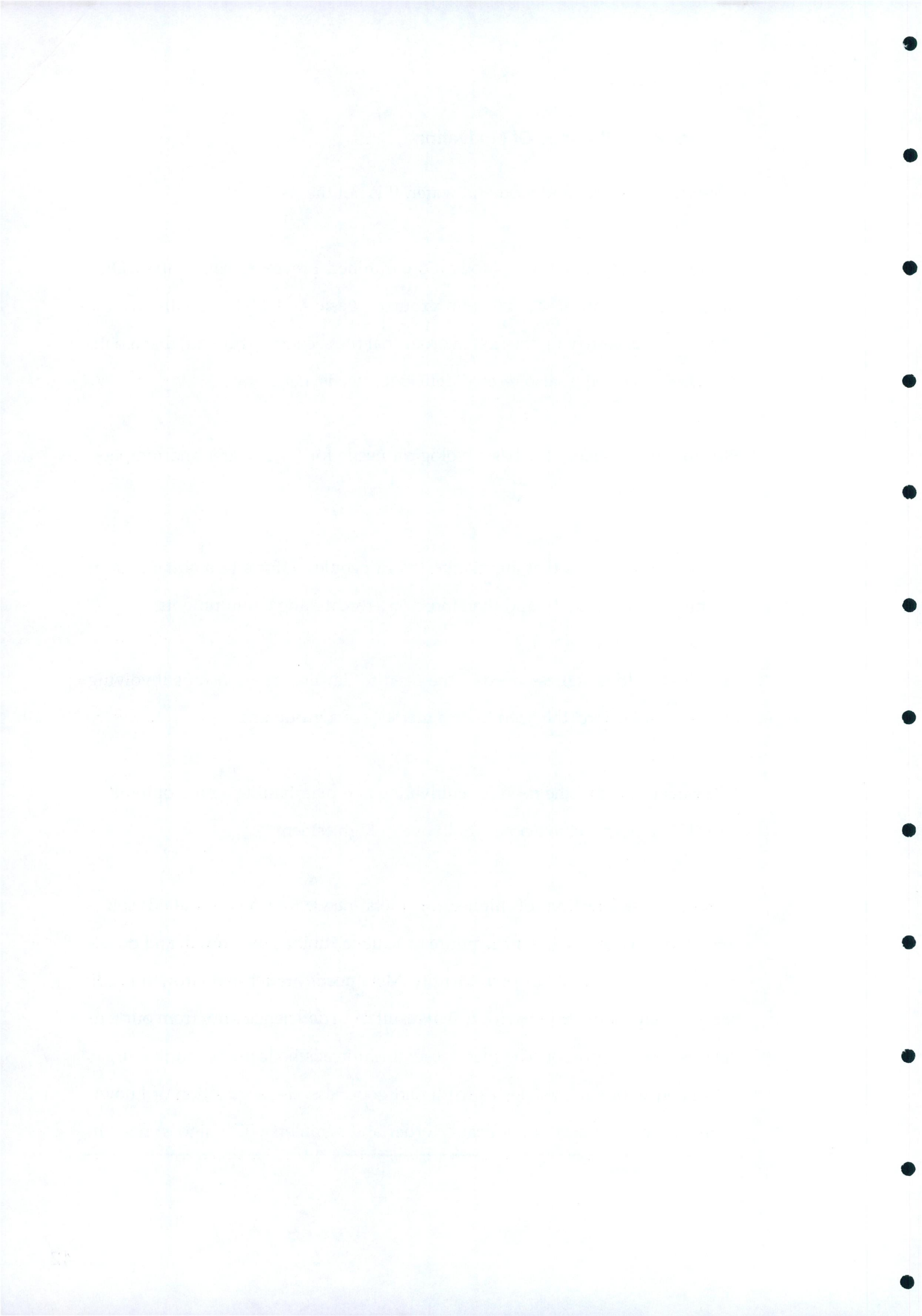
**Love and belongingness needs** - the need to develop relationships involving reciprocal affection; the need to be a member of a group and

**Self esteem needs** - the need for cultivating and maintaining a high opinion of oneself; the need to have others hold one in high esteem

...Prevents satisfaction of higher, or meta needs a process called self - Actualisation and one in which failure to achieve inhibits the growth and development of the individuals own identity. Meta needs are termed Growth needs because they motivate behaviours that result from deficiencies but from our tendencies toward growth. The meta needs include aesthetic and cognitive urges associated with such virtues as truth and goodness, the acquisition of knowledge and the appreciation of beauty, order and symmetry. The highest need in

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Maslow's system is our tendency towards self - actualisation which is described as being a process rather than a state, a process of becoming and a process generally considered central to the healthy experience of being human.

Although such abstractions as beauty, goodness and self - actualisation are difficult to describe they are even more difficult to examine. However, in an attempt to do so, Maslow places great emphasis on the influences exerted on the individual by his/her environment, stating that:

The needs for safety, belongingness, love relations and for respect can be satisfied only by other people, i.e. only from outside the person. This means considerable dependence on the environment. A person in the dependence position cannot really be said to be governing himself, or in control of his own fate. He must be beholden to the sources of supply of needed gratification. (2)

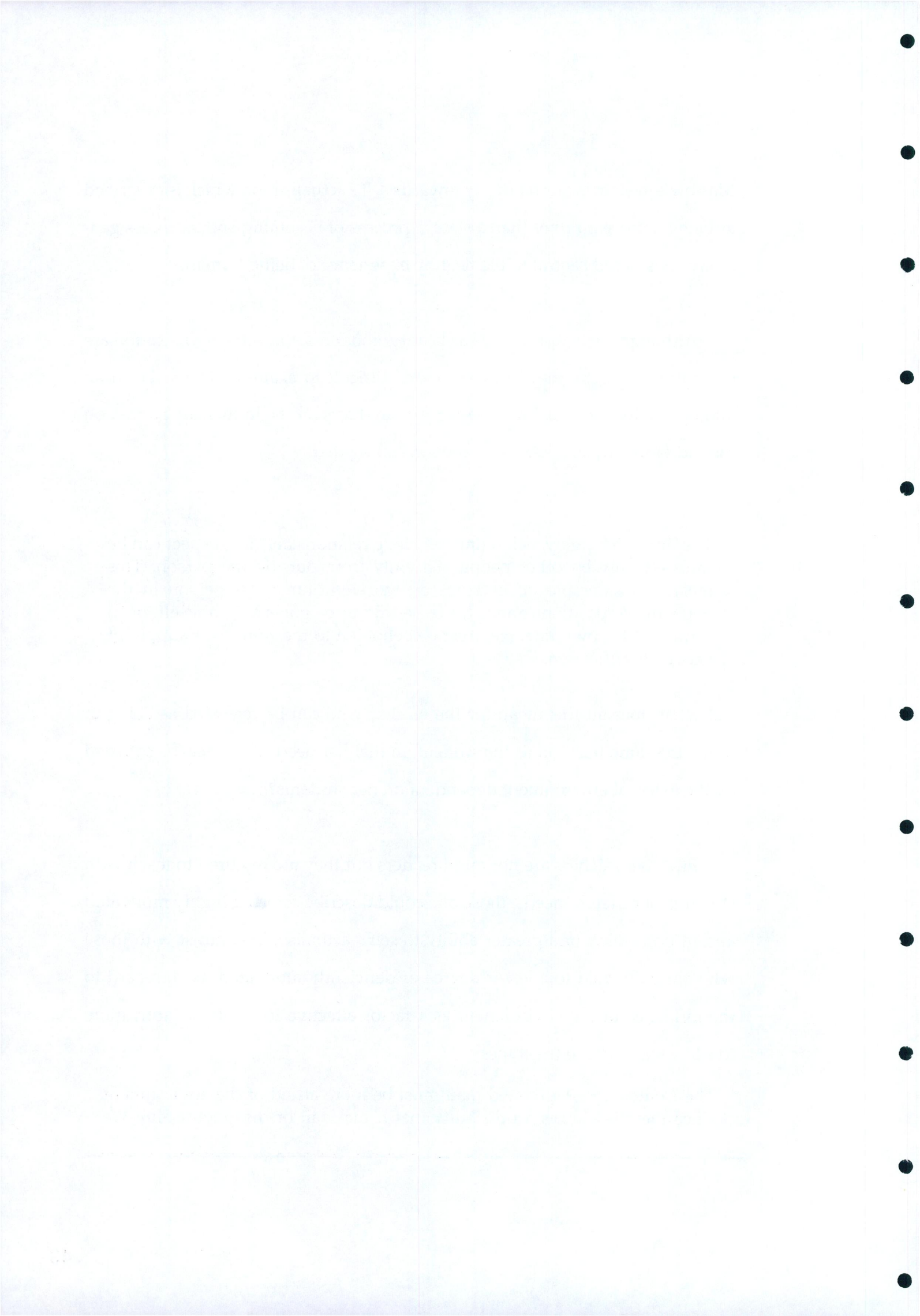
But what does all this mean for the teacher who can be regarded as being in much the same position as the student, in that her needs must also be satisfied by the external environment dependent on her students?

Effective teachers are not mind readers but they are required to teach with students of different needs, those one could describe as being highly motivated and in possession of a greater ability to self - actualise, in contrast with those who are motivated to a lesser degree or deficiently motivated. With regard to the influence of the environment as a factor effective to levels of motivation, Maslow states of the two types:

The Deficiency - Motivated man must be more afraid of the environment since there is always a possibility that it may fail or disappoint him. We

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know that this kind of anxious dependence breeds hostility as well. All of which adds up to a lack of freedom...

In contrast, the self - actualising individual, by definition gratified in his basic needs is far less dependent, far more autonomous and self - directed. Far from needing other people, growth motivated people may actually be hampered by them. (3)

### **The Artroom as a Source of Motivation**

It is my opinion that the artroom should serve the student as a facilitator, innovator and motivator in much the same way as the teacher and I think it fair to suggest that both should possess a physical sense of presence, as such the artroom should reflect a world full of colour, texture and movement etc. where students can learn about the nature of materials, clay, fabric, paint, metals and wood, where an experience in these elements will heighten sensitivity in order to appreciate, for example the smoothness of silk and velvet and the roughness of bark and brickwork, where students can learn to model and mould clay, construct, carve and shape wood, spin dye, weave wool and to draw using a variety of graphic media, where access to facilities are available for students to make pictures and objects using a variety of materials and equipment, eg, silkscreen and lino printing, throwing, glazing and firing clay.

The artroom should be a room where students can be facilitated and stimulated to visually express and investigate ideas and concepts open to individual and co - operative experiences based on themes relative to youth culture, social and current affairs and historical and cultural studies.

In assessing the artroom as a source of motivation, part of my research was

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carried out with a fifth - year group in a project based on re-designing a new art-room, this followed a local visit to the Casino at Marino, a miniature Georgian country home, as well as class discussions and definitions which related to the basic principles and functions of architecture generally considered to revolve around the following:

- a) The function of the building/ room required. Interior design.
- b) The clients/Commissioners.
- c) The budget/materials.

Students were asked to question elements thought to be lacking in their own artroom, elements which specifically related to it's function, accessibility, use of space and which in some cases resulted in the creation of an atmosphere which inspired creativity, an element which was identified but for which solutions were purposely not openly discussed.

It was my aim to assess whether there was any link between those students I had previously identified as being deficiently motivated and self - actualising, based on Maslow's definition, and their approaches to creating an ideal working environment based on elements they felt to be lacking.

Students submitted strikingly dissimilar plans and proposals which identified and rectified specific problems with the artrooms existing design, problems which did, to an extent, identify the two types of student. (See Fig's 21, 22 over-leaf).





Fig. 21

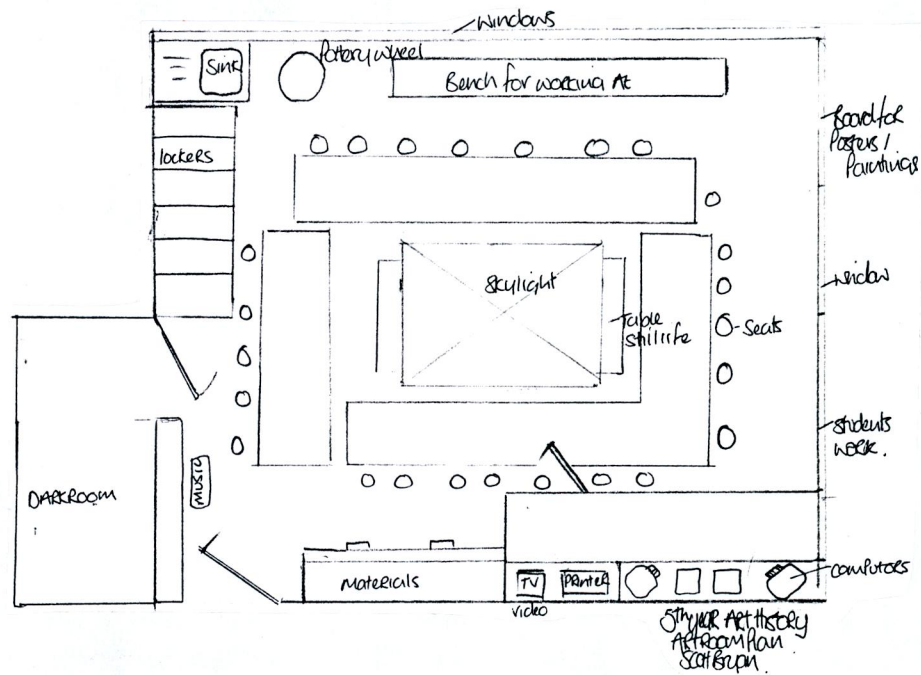


Fig 22

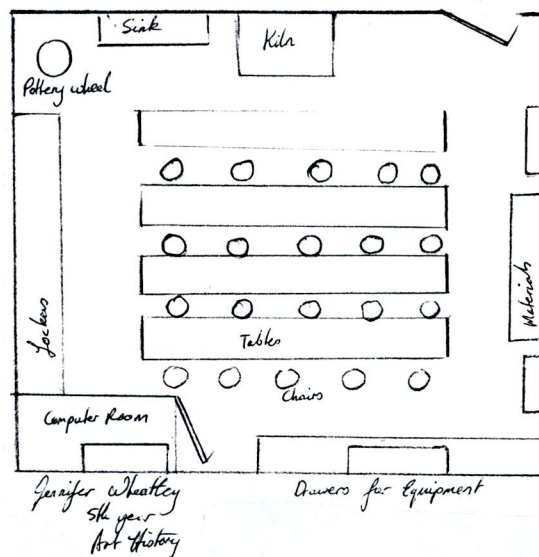
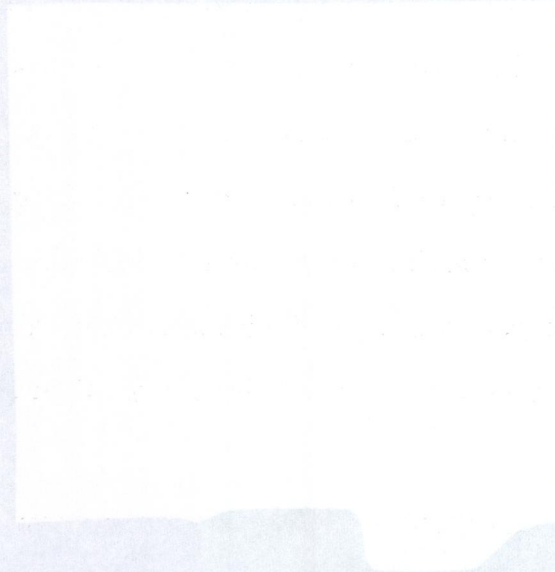


Fig 21. Artroom Plan - Self - Actualising Student

Fig 22. Artroom Plan - Deficiency Motivated Student





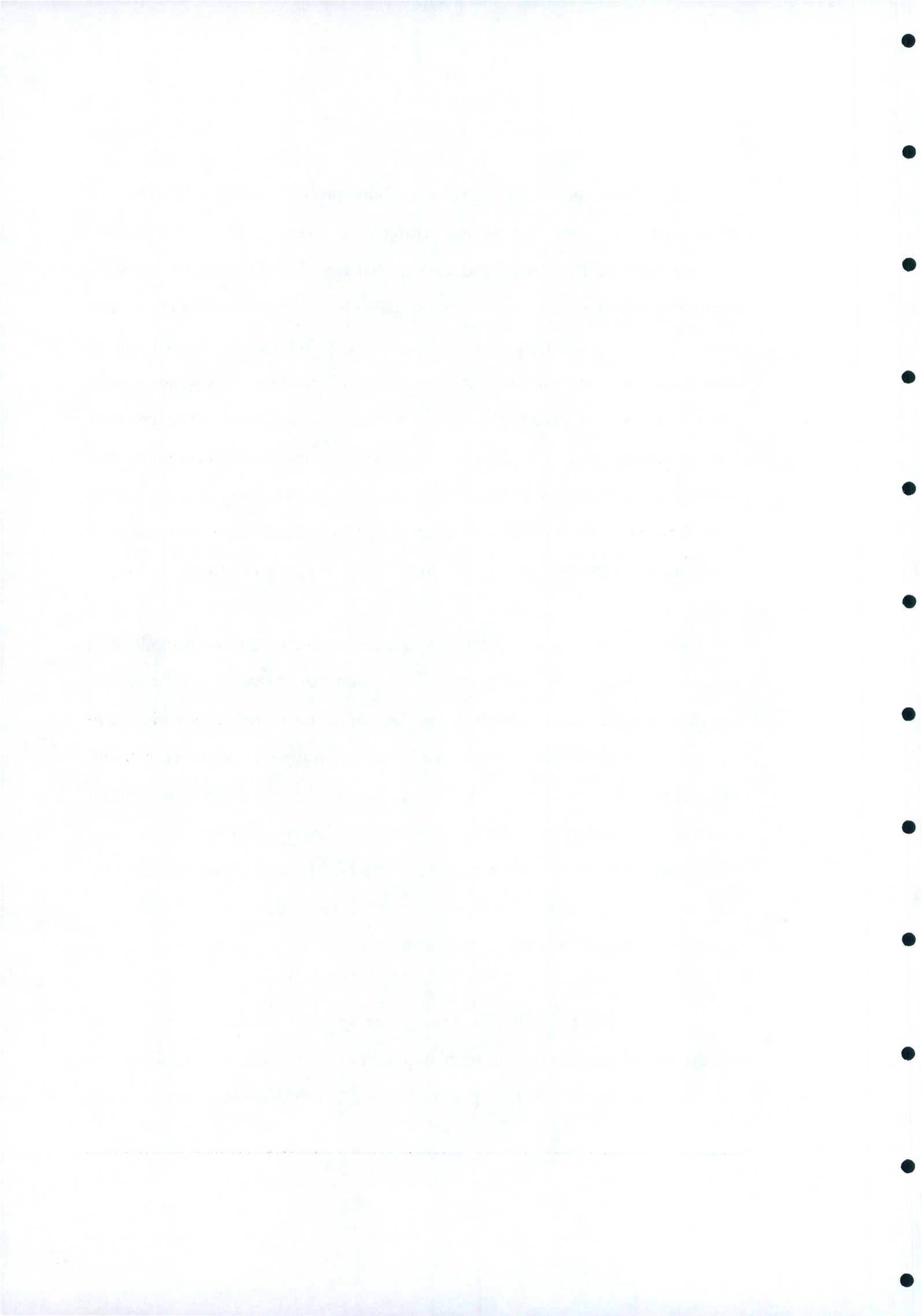
Deficiency Motivated students set about solving problems which related to their basic needs, via open plan seating arrangements, communal display boards, music, posters and paintings and a room that wasn't too warm or cold. Self - actualising students focussed more specifically on personally affective elements, personal lockers, storage spaces, materials and a closed formal seating plan. Their plans and proposals failed to identify a need for creating an "atmosphere". While these results did seem to re - inforce the differentiating needs of both deficiently motivated and self - actualising students and may show that deficiently motivated students **could** achieve growth motivation and self - actualise. It is, however impossible to suggest that in an altered environment their processes and capability of learning would be in any way enhanced.

Results examining the influences of environmental factors on motivation are one thing but I believe it is wrong to assume that the learning process taking place within that environment can be readily measured. It is essential to recognise that when we use the term "The environment" what we actually mean is the environmental events that are perceived by a particular individual and as interpreted by that particular person. Placing two students in the same place at the same time doesn't guarantee equivalent environmental influences. Each person's experiences of an environment are unique and constantly subject to variation, largely because people learn from their own experiences.

Adding to the difficulty of assessing the important features of any person's environment is the fact that individual qualities not only affect a person's experiences of the environment, ie. personality and perceptual sensitivity but they

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also exert influence on the environment itself.

One may take Michael Howe's view that "So far as human learning is concerned there really is no such thing as the environment, the environment is a product of the unique knowledge and mental processing with which the child brings to each situation." (4) If one is to accept Maslow's theory of Growth Motivation we must recognise it's limitation regarding the effective functions of the teacher as the "outside person" whose role is clearly defined by Maslow...

Man is not ultimately taught to be human. A teacher doesn't create a human being, doesn't implant within him the ability to love, or to be curious, to philosophise, symbolize or to be creative. The environment does not give him potentialities and capacities; he has them in embryonic form. The role of the environment is ultimately to permit him or help him to actualise his own potentialities, not *it's* potentialities. The teacher's role permits or fosters, or encourages or helps what exists in embryo to become real and actual. (5)

So what can teachers do to maximise students' chances of achieving self - actualisation and to create an environment in which students can fulfil their potential to learn?





## Footnotes, Chapter Four

1. Abraham Maslow, Toward a Psychology of Being, (New York: Van Nostrand Reinhold, 1968), p. 161.
2. Ibid, p. 34.
3. Ibid, p. 160.
4. Michael J. A. Howe, A Teachers' Guide To The Psychology Of Learning, (Oxford: Blackwell, 1984), p. 64.
5. Abraham Maslow, Toward a Psychology of Being, (New York: Van Nostrand Reinhold, 1968), p. 140.





## Conclusion



## Conclusion

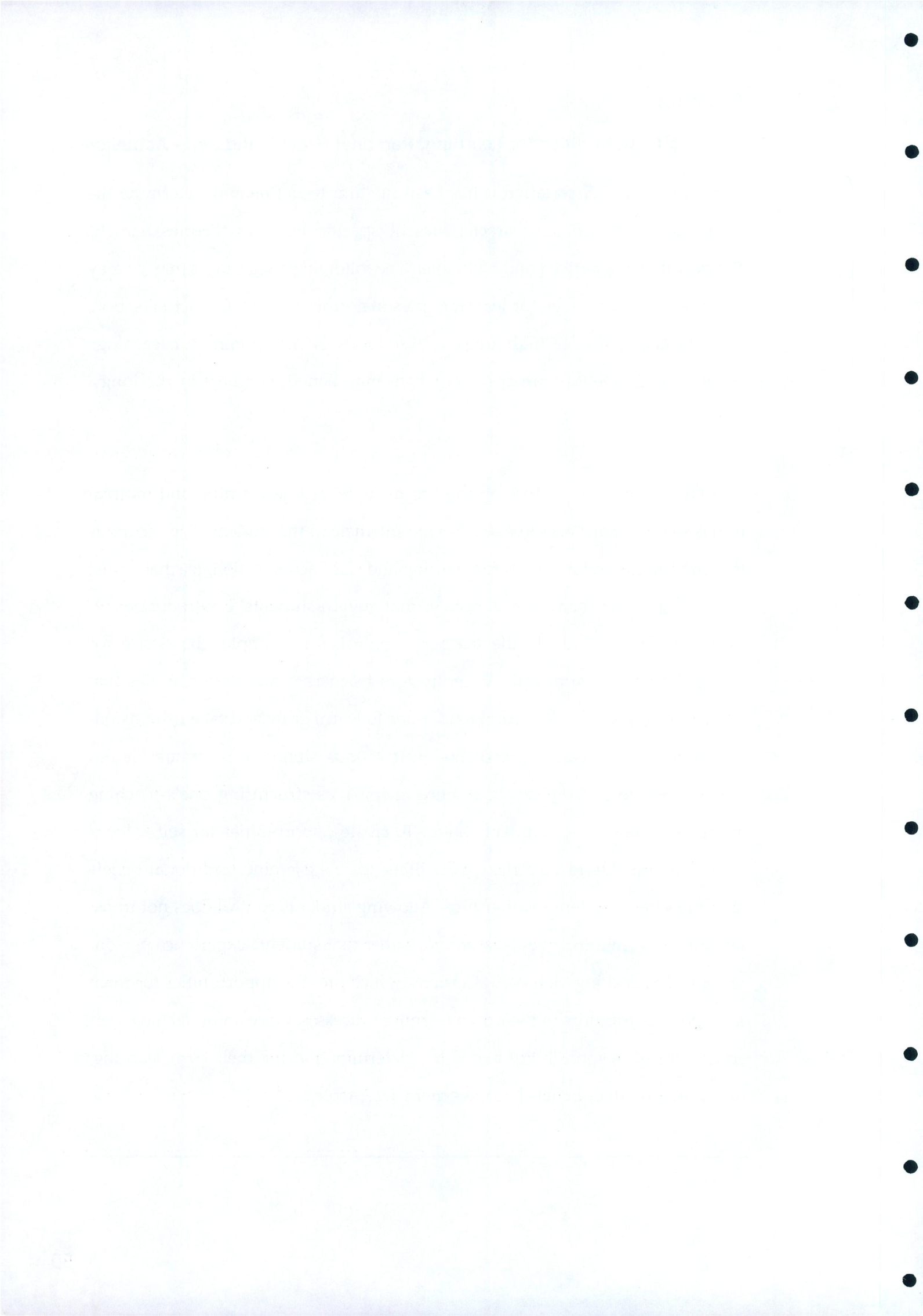
### Creating Opportunities for Learning, Personal Growth and Self - Actualisation

Throughout this dissertation it has been my aim to define and determine the educationally beneficial characteristics of specific learning theories namely, Behaviourist, Cognitivist and Humanist. The following suggestions may or may not create opportunities for learning, personal growth and self - actualisation, they do not guarantee high and effective levels of motivation and learning,. What they do identify are pointers which may benefit students in the long - term.

The single most important point to make regarding learning and motivation is that the most effective sources are **intrinsic** to the student. The second is that in creating opportunities for learning and self - actualisation, teachers must firstly accept that many of the motives that govern students' classroom behaviour are largely outside the teacher's control, for example, the desire for parental and peer approval. As motivators teachers create opportunities that draw out their students' natural tendencies to learn, grow and take responsibility for their own learning, and though it sounds simple, this strategy is not always easy to accomplish. In essence, it involves structuring one's teaching approach to encourage student choice. To create opportunities for self - determination, one has to take risks, be willing to re - examine traditional beliefs about teacher - student relationships. Allowing students control does not translate into an "anything goes" classroom, rather that students experience personal control by making their own decisions, which provide opportunities for them to be co - contributors in their own learning processes. Once students have personal control, responsibility and self - determination for their own learning, expanding on their beliefs becomes more acceptable.

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## **Application of Cognitivist, Humanist and Behaviourist Approaches in Teaching**

### **The Cognitivists**

It must be stressed that the following approaches are not separate from one another rather they inter - relate, or overlap on various levels translating as one, all stressing affective factors in the learning process. The learning situation should be arranged so that discovery is likely to take place. Introductions and critical evaluations which encourage discussion and expression of familiar subjects and opinions. Problems and solutions which relate to design, construction, composition ie tools, techniques, materials, measurements, balance and colour should be presented and openly discussed but most importantly for the discovery method to work properly students must feel free to express ideas without fear of ridicule or failure, which brings us to an overlap with both Humanist and Behaviourist approaches to teaching.

### **The Humanists**

The Humanists stress that the learning situation should take place in a warm, positive, acceptant atmosphere where students are encouraged to make choices and direct their own learning, where teachers function as "real people", as facilitators, encouragers and helpers able to express their own feelings about certain situations while remaining impartial, yet empathetic to the characteristics of individual personalities. Where teachers develop in their students self esteem and confidence, empathising with them, showing them that they are sensitive to students needs and feelings, all the time communicating the belief that **all** students can learn and that the teacher wants them to. Teachers are essentially role models, setting examples to their students.

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## The Behaviourists

If we look back to the very beginning of chapter One we may note similarities between learning at school and playing computer games because they are similar in many ways. Computer games require close attention and concentration over lengthy periods of time; they demand careful planning and good decision-making: and they necessitate concentration on details whilst distractions are carefully ignored. Analysing factors which elicit such high levels of motivation could help students to become more highly motivated to learn at school. Firstly, players **choose for themselves** the type of game they want to play, but one of the most important factors is that the player is **rewarded** in various ways as an indication of his/her level of skill or mastery, the number of points that a player can earn rapidly increases as expertise is gained. A beginner might get a score of 1000, rising to say, 5000 after a few games, but such a player would be tantalised to discover that experts can score 100,000 or even more! These types of game incorporating highly effective methods of varying and unpredictable reinforcement through a combination of events which produce considerable resistance to extinction.

This is not to say that learning can, or should be, reduced to the elements of successful computer games, rather that teachers should be aware of the motivational importance of giving students sufficient rewards, support and encouragement to succeed and fail in the classroom. Reinforcement should be used to foster favourite behaviour. Teachers need to know their students, to remember that behaviour is the result of particular conditions and to use several kinds of

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reinforcers, or rewards so that each retains it's effectiveness. this could, for example, mean enlisting the aid of parents, to reinforce desirable behaviour or to employ extinction, or negative reinforcement, to reduce undesirable forms of behaviour. They also need to know, show and share enthusiasm for their subject in order that opinions and feedback be given quickly and frequently to ensure the subject is not thought to be an enforced chore.

Learning necessitates **doing**, of that we can be sure, but as teachers we must ask ourselves how and to what end we do it and for that we are dictated to by our students, everyone an individual. Together the solution they offer us regarding effective teaching, motivation and learning is simple, there is no one way.





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