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| **Table 1.** *Classroom structure and instructional strategies supporting a mastery goal* |

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| **Structure** | **Instructional Strategies** | **Motivation Patterns** |
| **Task** | * Focus on the meaningful aspects of learning activities * Design tasks for novelty, variety, diversity, and student interest * Design tasks that offer reasonable challenge to students * Help students establish short-term, self-referenced goals * Support the development and use of effective learning strategies | * Focus on effort and learning * High intrinsic interest in activity * Attributions to effort * Attributions to effort-based strategies * Use of effective learning and other self-regulatory strategies * Active engagement * Positive affect on high effort tasks * Feelings of belongingness * "Failure-tolerance" |
| **Authority** | |  |  | | --- | --- | |  | * Focus on helping students participate in the decision making * Provide "real" choices where decisions are based on effort, not ability evaluations * Give opportunities to develop responsibility and independence * Support development and use of self-management and monitoring skill | |
| **Evaluation/ Recognition** | * Focus on individual improvement, progress, and mastery * Make evaluation private, not public * Recognize students' effort * Provide opportunities for improvement * Encourage view of mistakes as part of learning |

Adapted from <http://projects.coe.uga.edu/epltt/index.php?title=Motivation>

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|  | *Source: Ames, C. (1992). Classrooms: Goals, structures, and student motivation. Journal of Educational Psychology, V. 84, N.3, p. 261-271.* |  |
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