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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** |

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|  | * 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
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| **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
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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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