

## Reinforcing Efforts And Recognition

- *Classroom Instructions That Work*  
By: Marzano, Pickering, and Pollock
- Lecture given by Summer Calabro

## Yesterday we discussed???

- Summarizing and note taking are two of the most powerful skills that students can develop.
- Students will be able to understand and identify important aspects of what they are learning.

## Research & Theory on Reinforcing Effort

- Bernard Weiner- “ Belief in effort ultimately pays off in terms of enhanced achievement.
- People attribute success to at any given task to one of four areas:

Ability, Effort , Other people, Luck

## Research & Theory on Reinforcing Effort

- Three of the four inhibit learning  
Ability, other people, and luck
- Effort is the only useful attribution  
Gives motivation

## Research & Theory on Reinforcing Effort

- Results from researchers studies on the effects student achievement of reinforcing effort.

FIGURE 4.1  
Research Results for Reinforcing Effort

Synthesis Study	No. of Effect Sizes (ESs)	Ave. ES	Percentile Gain
Schunk & Cox, 1986	3	.93	32
Sipek & Weisz, 1981 <sup>a</sup>	98	.52	20
Hattie, Biggs, & Purdie, 1996 <sup>b</sup>	8	1.42	42
	2	.57	22
	2	2.14	48
Kumar, 1991	5	1.76	46

<sup>a</sup> These studies also dealt with students' sense of control.

<sup>b</sup> Multiple categories of effect sizes are listed for the Hattie et al. study because of the manner in which effect size was reported. Readers should consult that study for more details.

## Research & Theory on Reinforcing Effort

- **There are two generalizations from the research on effort:**
  1. Not all students realize the importance of believing in effort.
  2. Students can learn to change their beliefs to an emphasis on effort.

## Research & Theory on Reinforcing Effort

1. Not all students realize the importance of believing in effort.
  - These students do not comprehend that effort pays off in terms of enhanced achievement
  - Effort put into the task relates to success

## Research & Theory on Reinforcing Effort

2. Students can learn to change their beliefs to an emphasis on effort.
  - “Students can learn to operate from a belief that effort pays off even if they do not initially have this belief”(pg50)

## Classroom Practice in Reinforcing Effort

- Preceding Generalizations
- Teachers need to make sure they teach and illustrate the connections between effort and achievement.
- How might this be done by a teacher?????
  - Personal experiences , “Rudy”, Story Books,
  - Ask student to give personal experiences

## Keeping Track of Effort and Achievement

- Teaching about effort is not going to work for all students, some will need to see connections
- How can we as educators can do this?????
- Rubrics

FIGURE 4.2  
Effort and Achievement Rubrics

Scale: 4 = excellent; 3 = good; 2 = needs improvement; 1 = unacceptable

A: Effort Rubric

- 4 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.
- 3 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.
- 2 I put some effort into the task, but I stopped working when difficulties arose.
- 1 I put very little effort into the task.

B: Achievement Rubric

- 4 I exceeded the objectives of the task or lesson.
- 3 I met the objectives of the task or lesson.
- 2 I met a few of the objectives of the task or lesson, but did not meet others.
- 1 I did not meet the objectives of the task or lesson.

## Keeping Track of Effort and Achievement

Effort And Achievement Chart

Student	Assignment	Effort	Achievement
Monday	Sewing machine parts	4	4
Wednesday	In class quiz	4	4
Friday	Sewing project	2	2

## Research & Theory On Providing Recognition

- Most misunderstood category of instructional strategies
- AKA “Praise” or “Reward”
- Has been studied by research of
  1. Students
  2. Teachers

## Research & Theory On Providing Recognition

FIGURE 4.4  
Research Results for Providing Recognition

Synthesis Study	No. of Effect Sizes (ESs)	Ave. ES	Percentile Gain
Bloom, 1976	18	.78	28
Walberg, 1999	14	.16	6
Wilkinson, 1981	79	.16	7



## Research & Theory On Providing Recognition

1. Students studied by Deci
  - 24 college students selected
  - Split into 2 groups.
  - Intrinsic motivation measured by free time spent solving problems.
  - Finding was that rewards in general, decrease intrinsic motivation.

## Research & Theory On Providing Recognition

2. Study of teachers by Brophy, Lepper, Morine-Dershimer.
  - Praise given accomplishing easy task might undermine achievement.
  - Handed out inconsistently and unsystematically.

## Research & Theory on providing Recognition

- Guidelines for effective praise
- Fig 4.5

## Research & Theory On Providing Recognition

- **Three generalizations to make from research**
  1. Rewards do not necessarily have a negative effect on intrinsic motivation.
  2. Reward is most effective when it is contingent on the attainment of some standard of performance.
  3. Abstract symbolic recognition is more effective than tangible rewards.

## Research & Theory On Providing Recognition

1. Rewards do not necessarily have a negative effect on intrinsic motivation.
- Depends on circumstance
  - Depends on how research is conducted
  - Fig 4.6

## Classroom Practice in Providing Recognition

2. Reward is most effective when it is contingent on the attainment of some standard of performance.
- Getting “paid off” to engage in activity.

## Classroom Practice in Providing Recognition

3. Abstract symbolic recognition is more effective than tangible rewards.
- Many studies that produced negative results for the use of rewards, used tangible rewards such as money and candy
  - Influence of abstract vs. tangible rewards
  - Fig 4.7

## Classroom Practice in Providing Recognition

- Personalizing Recognition
- It is best to make the recognition as personal to the students as possible.
- Pause, prompt, praise- used while student is engaged in tasks.
- Concrete symbols of recognition-stickers, awards, coupons, treats.

## Reinforcing Effort & Providing Recognition

- We teachers need to reinforce effort, the student will learn that the harder you try the more successful you will be.
- When we provide recognition for attaining specific goals will enhance achievement and possibly stimulate motivation!