


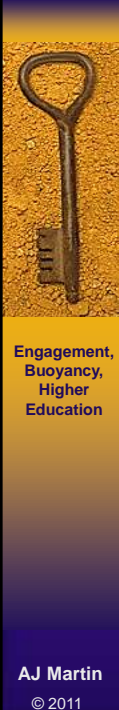
Promoting Students' Academic Buoyancy, Adaptability, and Engagement in Higher Education

Professor Andrew Martin
Faculty of Education and Social Work
University of Sydney

Keynote
The Australian and New Zealand Student Services Association
Biennial Conference
Sydney, Australia
December 2011



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The Matthew Effect

“For unto every one that hath shall be given, and he shall have abundance; but from him that hath not shall be taken away, even that which he hath”

- Matthew 25:29

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Buoyancy,
Higher
Education

Personal Potential Network

**PERSONAL POTENTIAL
NETWORK IMPORTANT MEANS
BY WHICH TO BUILD AND
SUSTAIN ACADEMIC SUCCESS**

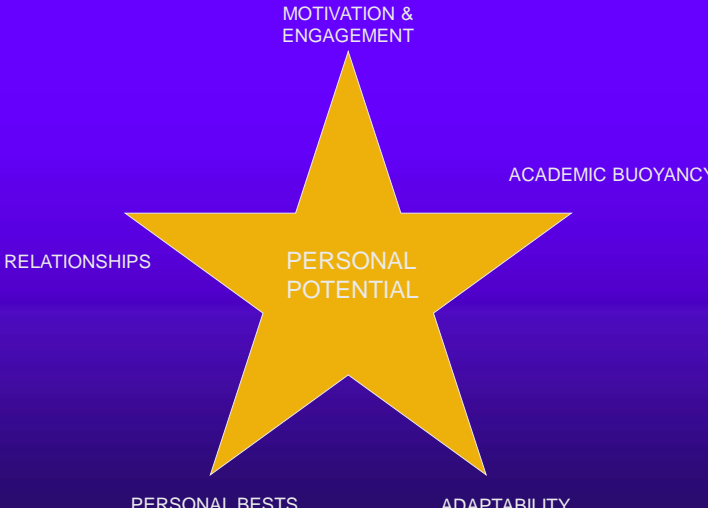
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Personal Potential Network



MOTIVATION &
ENGAGEMENT

ACADEMIC BUOYANCY

PERSONAL POTENTIAL

RELATIONSHIPS

PERSONAL BESTS

ADAPTABILITY

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Personal Potential Network

MOTIVATION & ENGAGEMENT

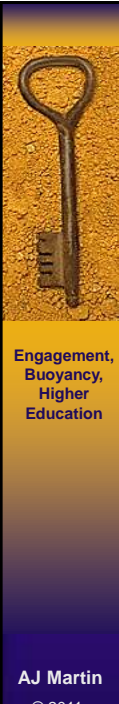
ACADEMIC BUOYANCY

PERSONAL POTENTIAL

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What is Motivation and Engagement?

Students' energy and drive to learn, work effectively, and achieve – and the thoughts and behaviours that reflect this

What is Academic Buoyancy?

Ability to deal with setbacks at school, academic challenge, and schoolwork pressures


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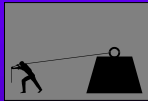
Motivation and Engagement are Separated into

Boosters



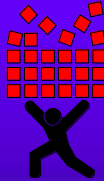
Boosters reflect enhanced motivation and engagement

Mufflers



Mufflers reflect impeded or constrained motivation and engagement

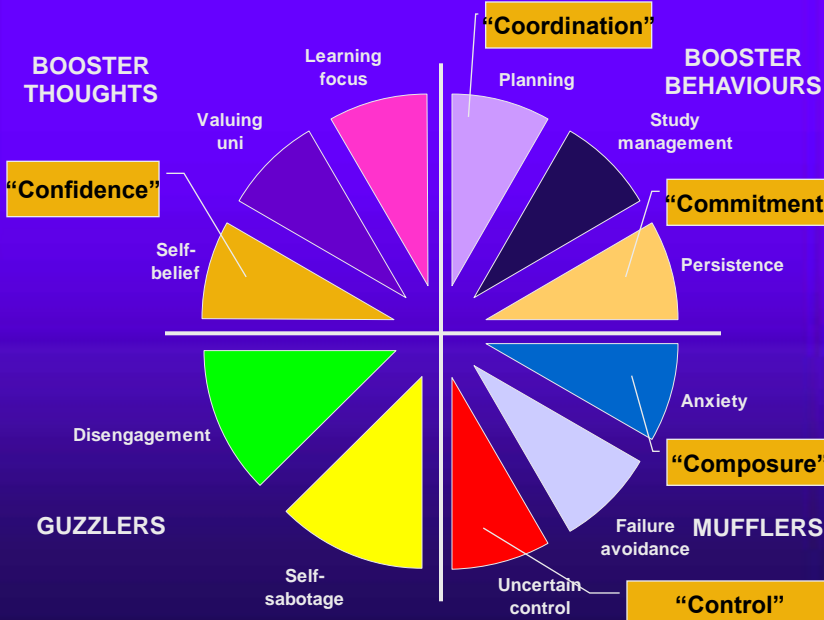
Guzzlers



Guzzlers reflect reduced motivation and engagement

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Motivation & Engagement Wheel



BOOSTER THOUGHTS (Associated with **"Confidence"**): Valuing uni, Self-belief

BOOSTER BEHAVIOURS (Associated with **"Commitment"**): Learning focus, Planning, Study management, Persistence

GUZZLERS (Associated with **"Control"**): Disengagement, Self-sabotage, Failure avoidance, Uncertain control

MUFFLERS (Associated with **"Composure"**): Anxiety

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GENDER AND AGE EFFECTS

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Motivation and Engagement Scale

Statement	1	2	3	4	5	6	7	8	9	10
PLEASE CIRCLE ONE NUMBER FOR EACH STATEMENT										
1. I am enthusiastic about my school work.	1	2	3	4	5	6	7	8	9	10
2. I am interested in my school work.	1	2	3	4	5	6	7	8	9	10
3. I like going to school.	1	2	3	4	5	6	7	8	9	10
4. I am proud of my school.	1	2	3	4	5	6	7	8	9	10
5. I am proud to tell people I go to school.	1	2	3	4	5	6	7	8	9	10
6. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
7. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
8. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
9. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
10. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
11. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
12. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
13. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
14. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
15. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
16. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
17. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
18. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10
19. I am proud to tell people I am a learner.	1	2	3	4	5	6	7	8	9	10
20. I am proud to tell people I am a student.	1	2	3	4	5	6	7	8	9	10

MES – Junior School (MES-JS)
Martin, A.J. (2009). *Educational and Psychological Measurement*, 69, 794-824.

MES – High School (MES-HS)
Martin, A.J. (2007). *British Journal of Educational Psychology*, 77, 413-440.

MES – Uni/College (MES-UC)
Martin, A.J. (2008). *Journal of Research in Personality*, 42, 1607-1612

Forthcoming Review Article
Liem, G., & Martin, A.J. (in press). *Australian Psychologist*.

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Ordered at www.lifelongachievement.com

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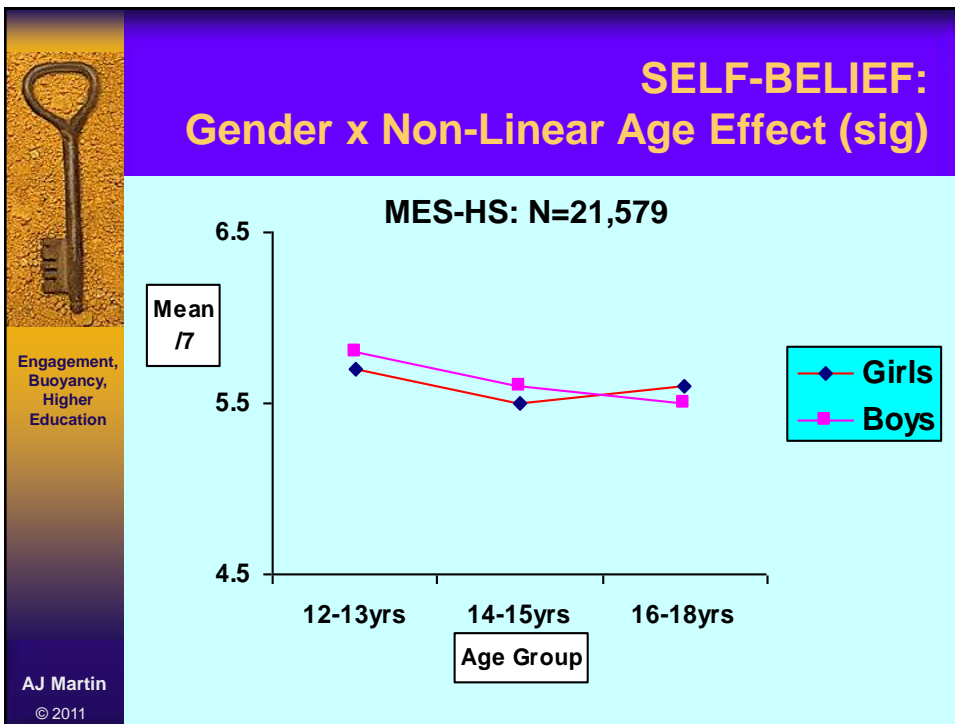


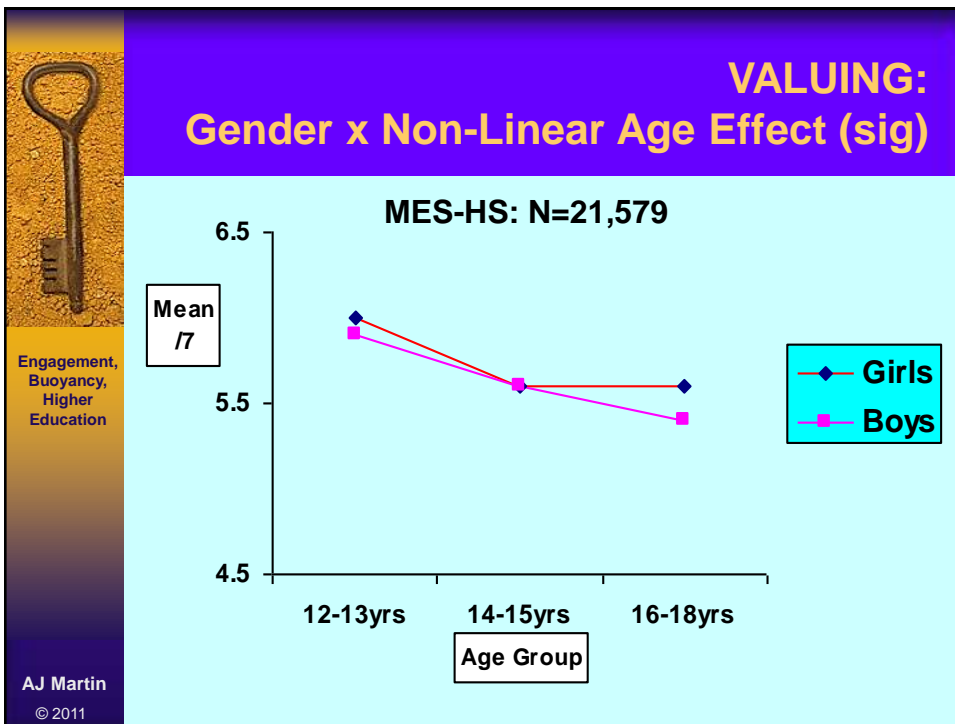
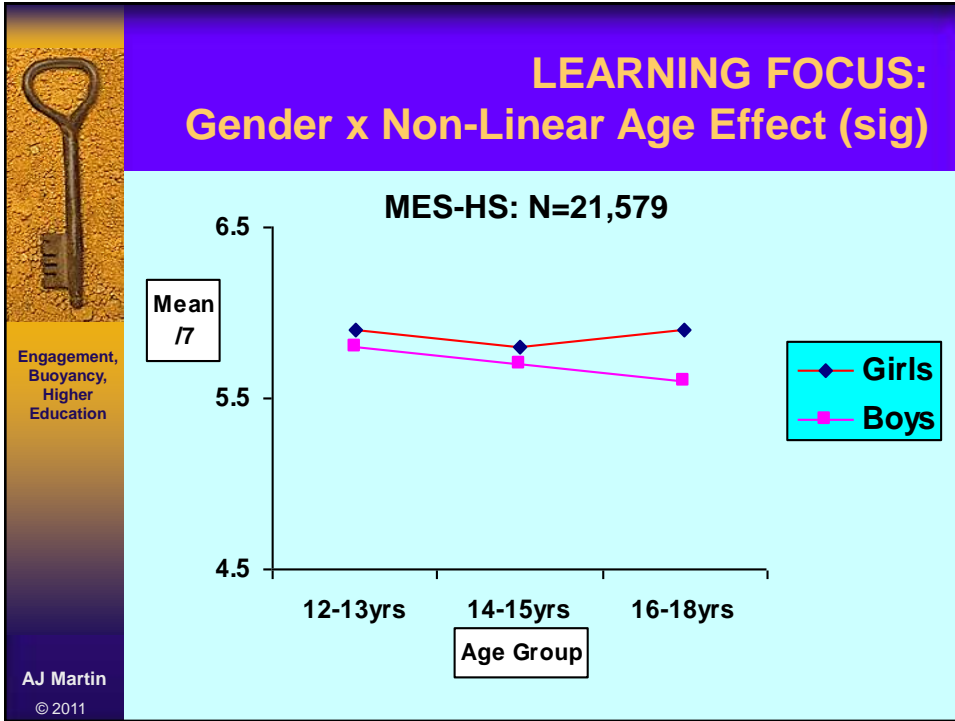
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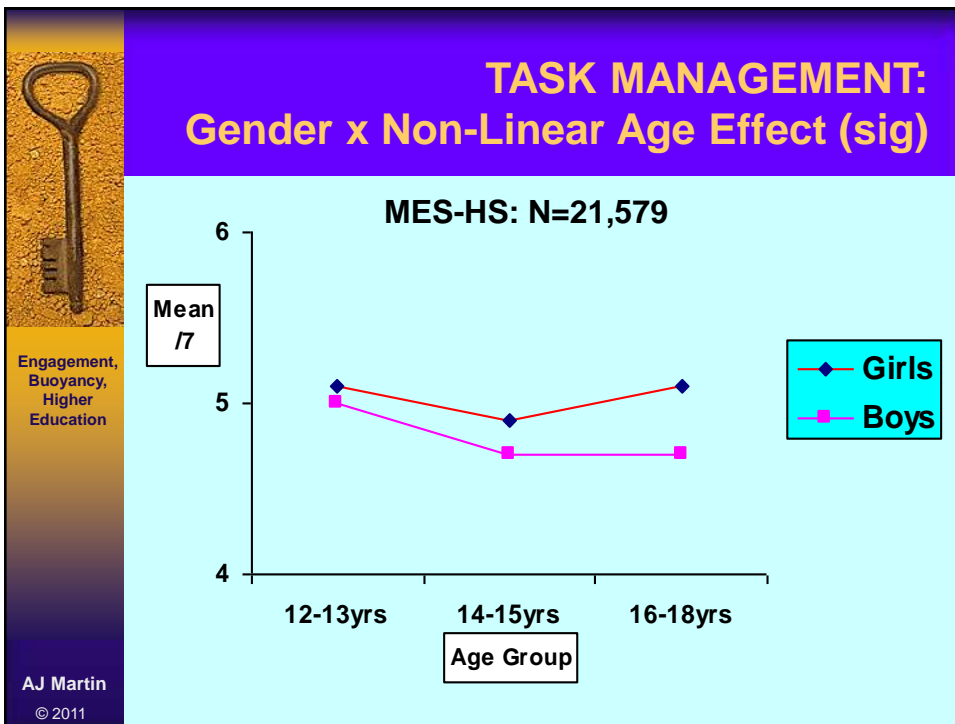
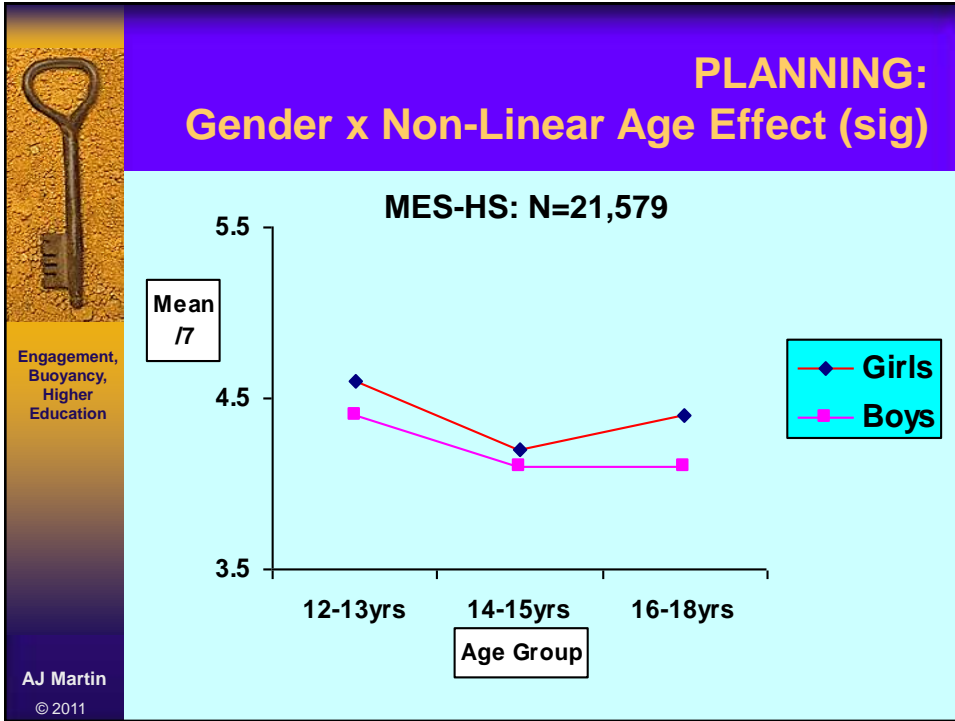
HIGH SCHOOL

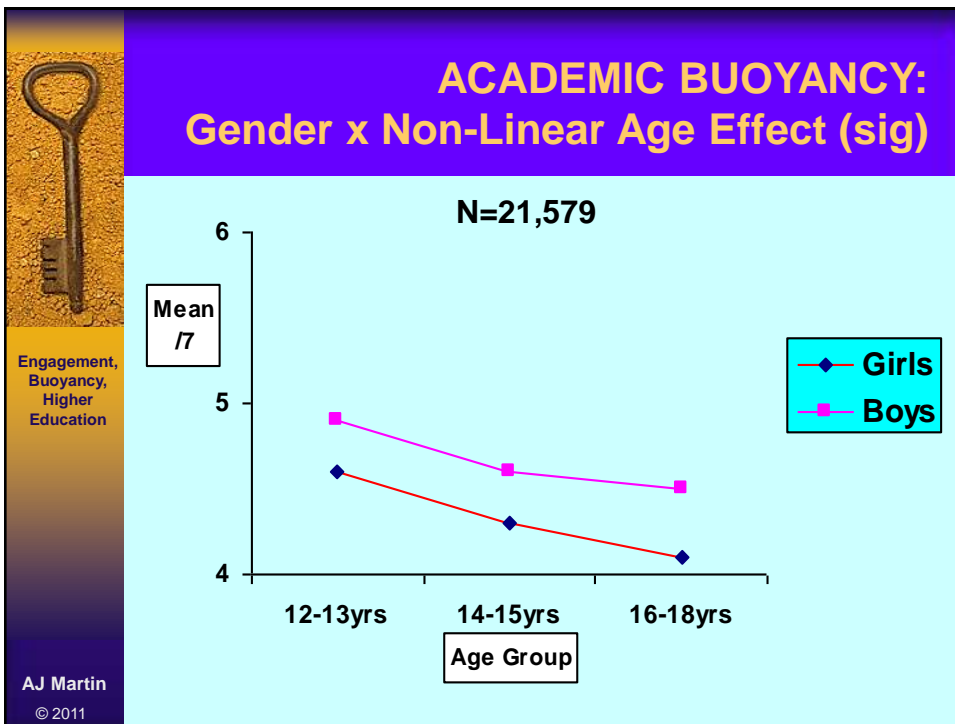
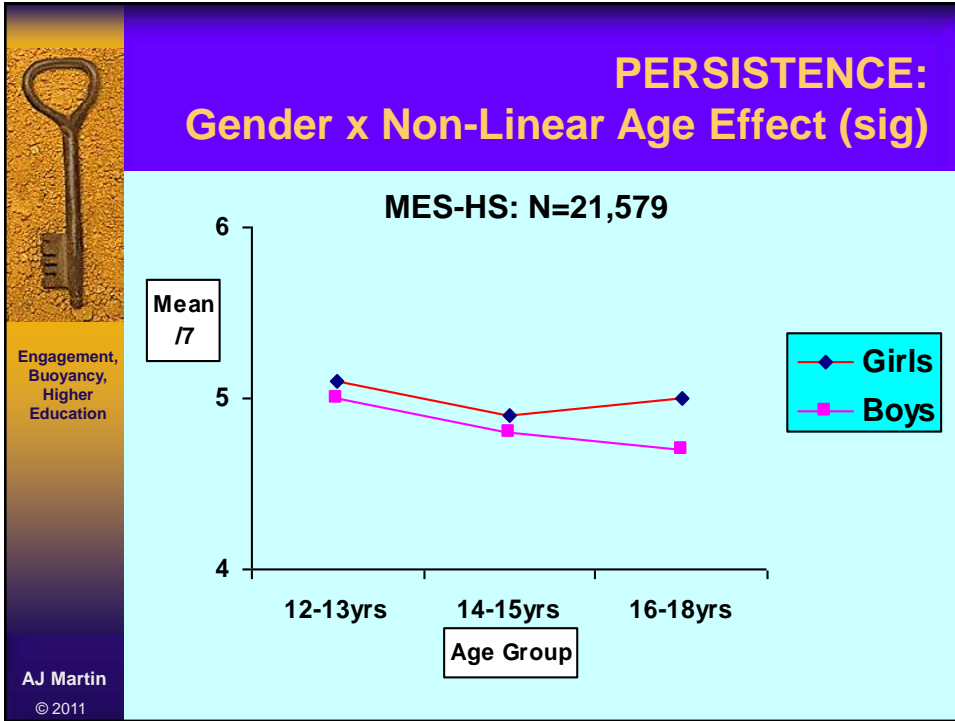
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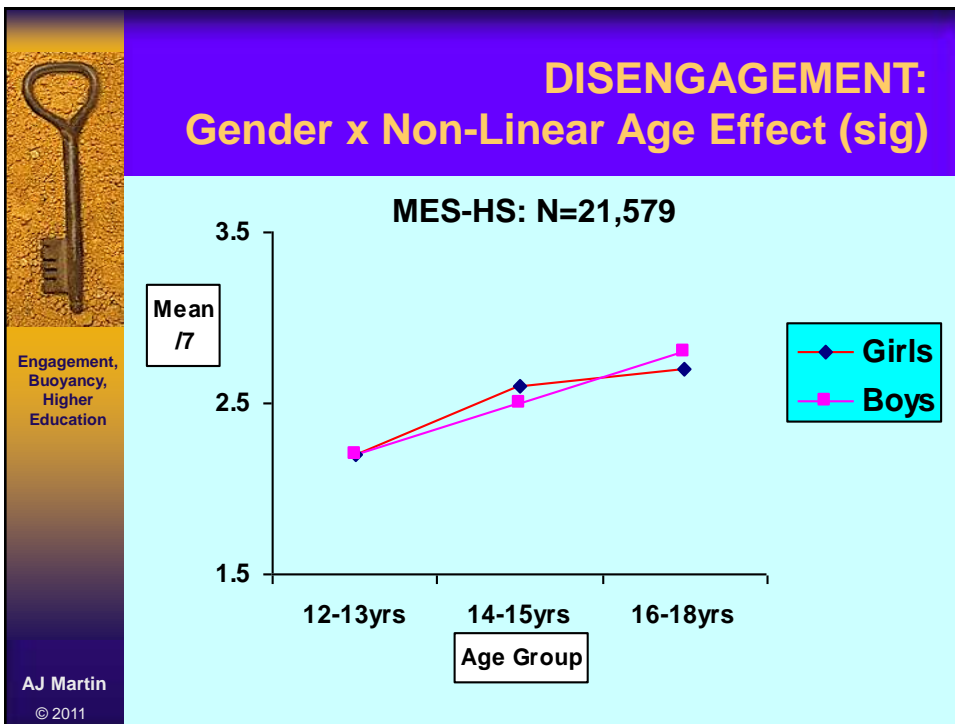
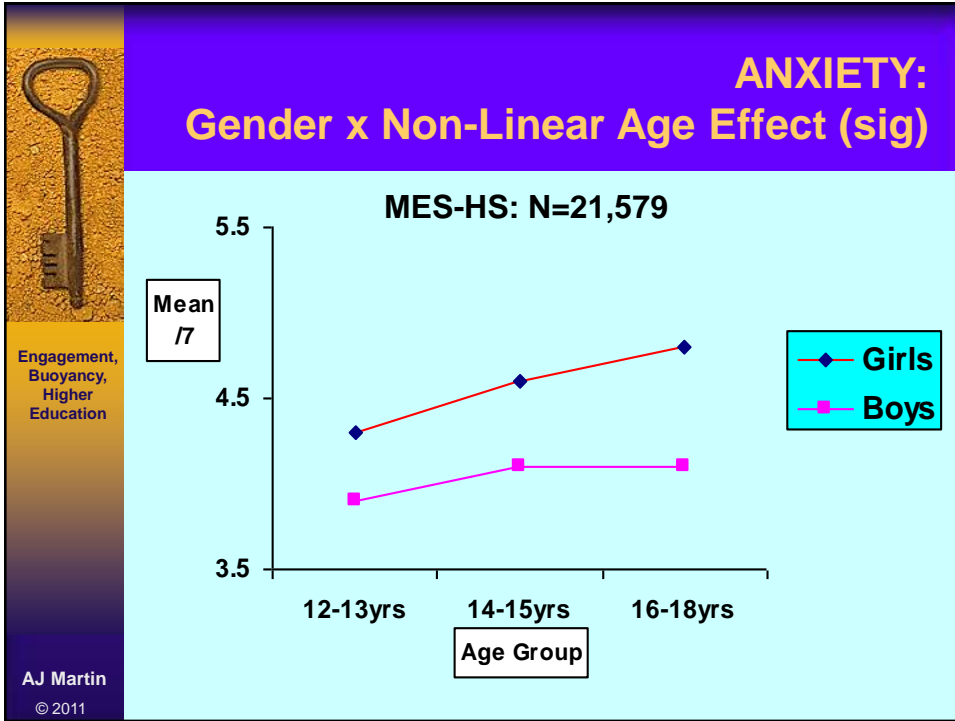
11









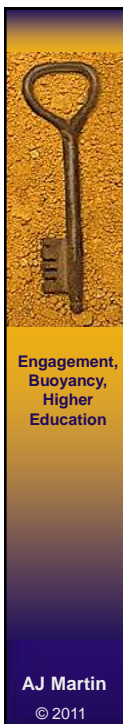




UNIVERSITY/COLLEGE

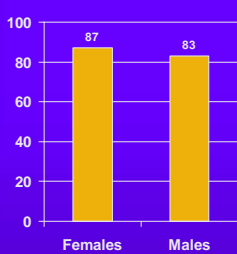
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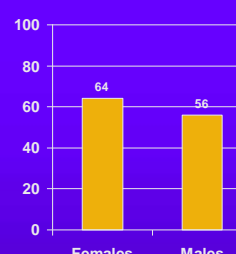
Females vs Males: Adaptive (sig effects)

N=420;
2 Universities



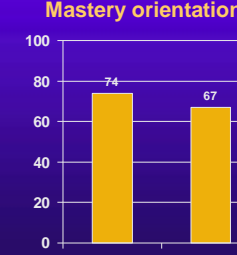
Mastery orientation

Gender	Score
Females	87
Males	83




Planning

Gender	Score
Females	64
Males	56



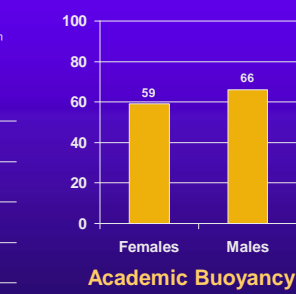
Task management

Gender	Score
Females	74
Males	67



Valuing

Gender	Score
Females	84
Males	82

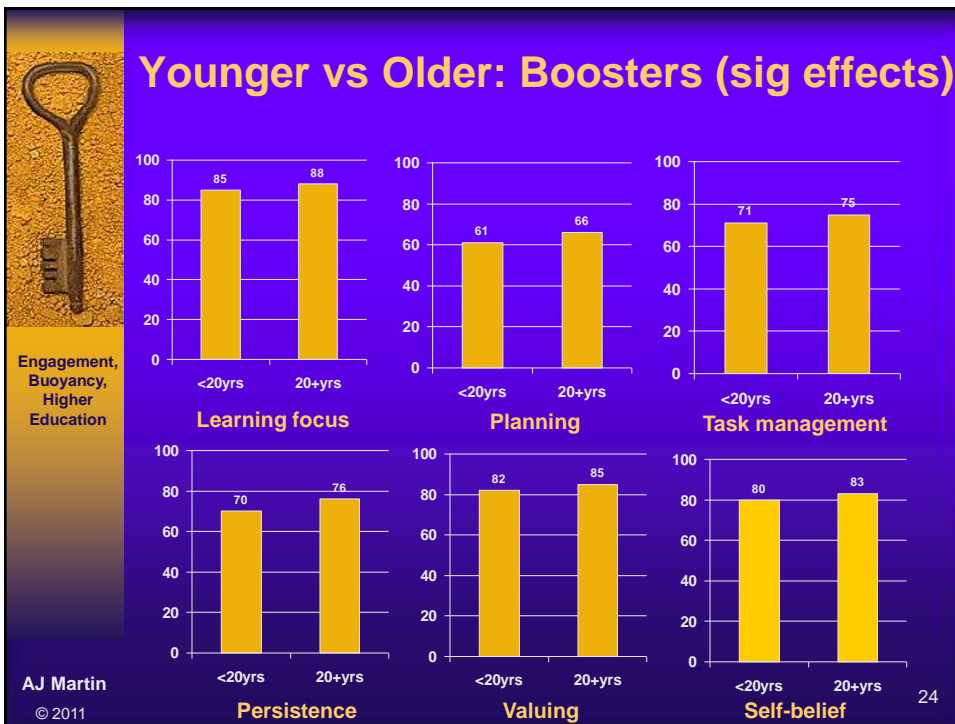
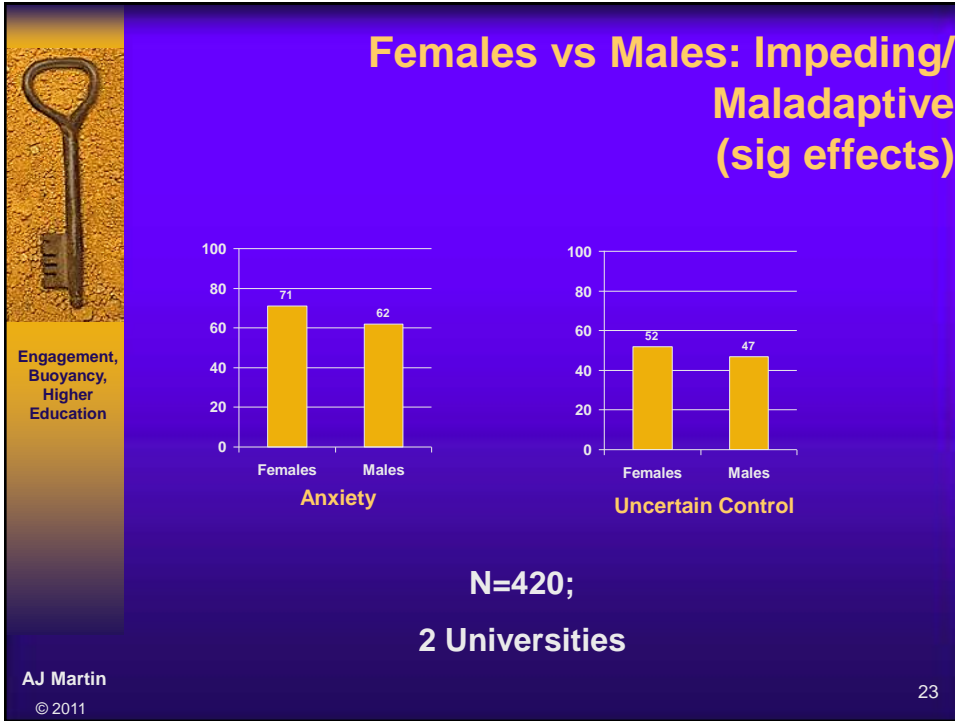


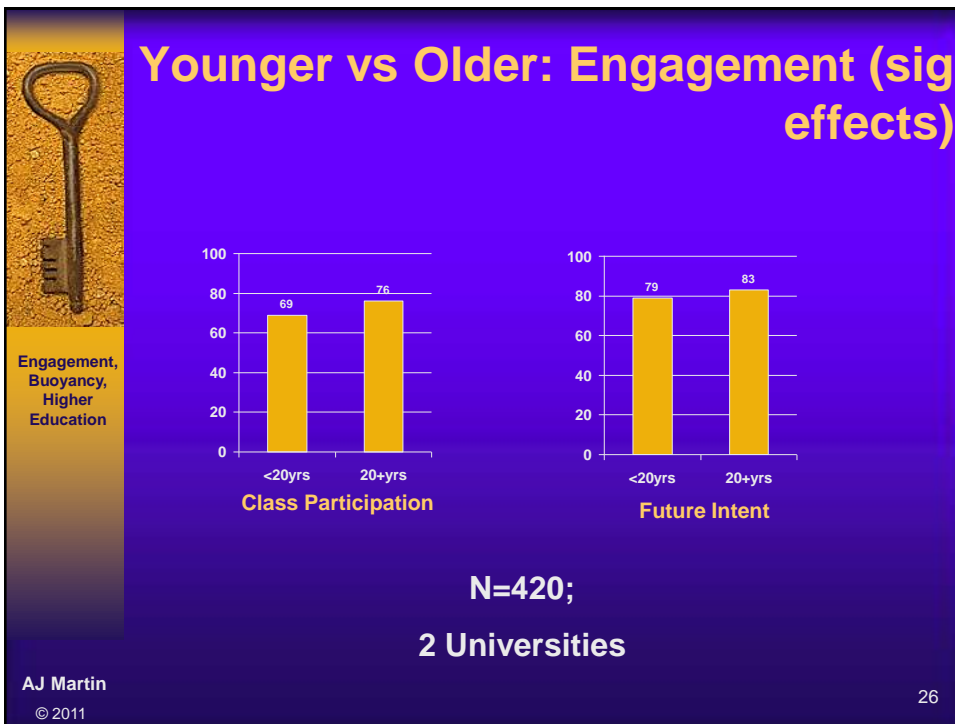
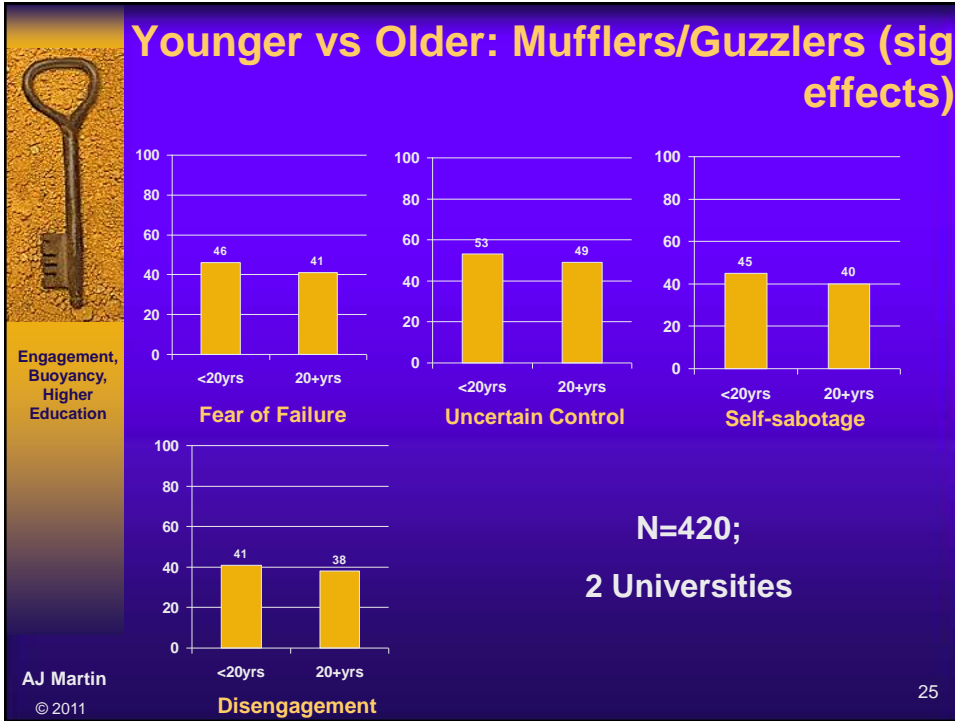
Academic Buoyancy

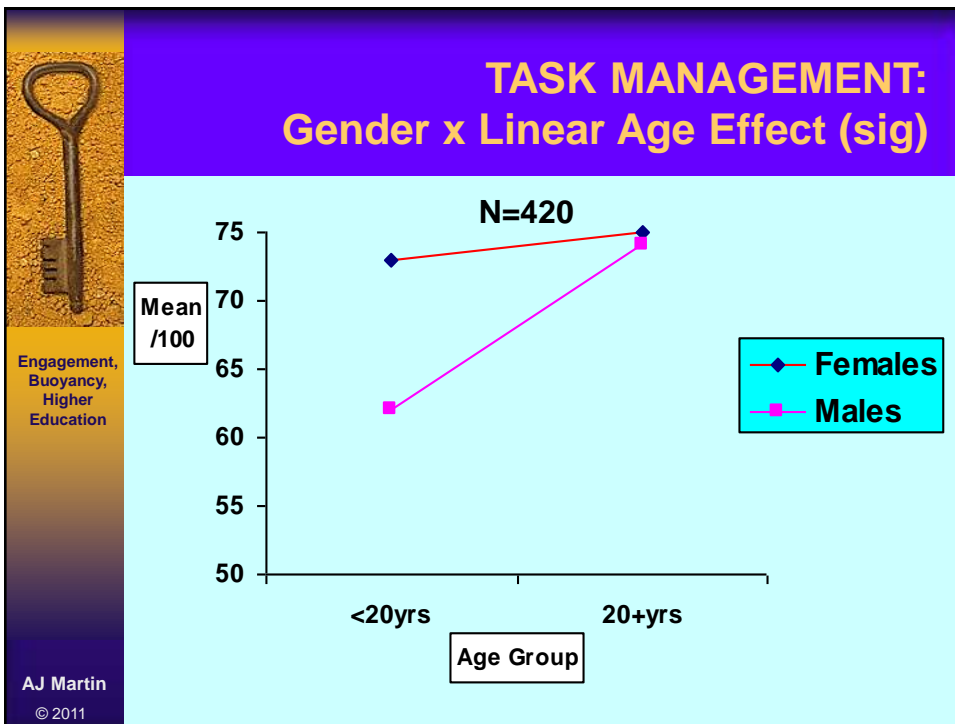
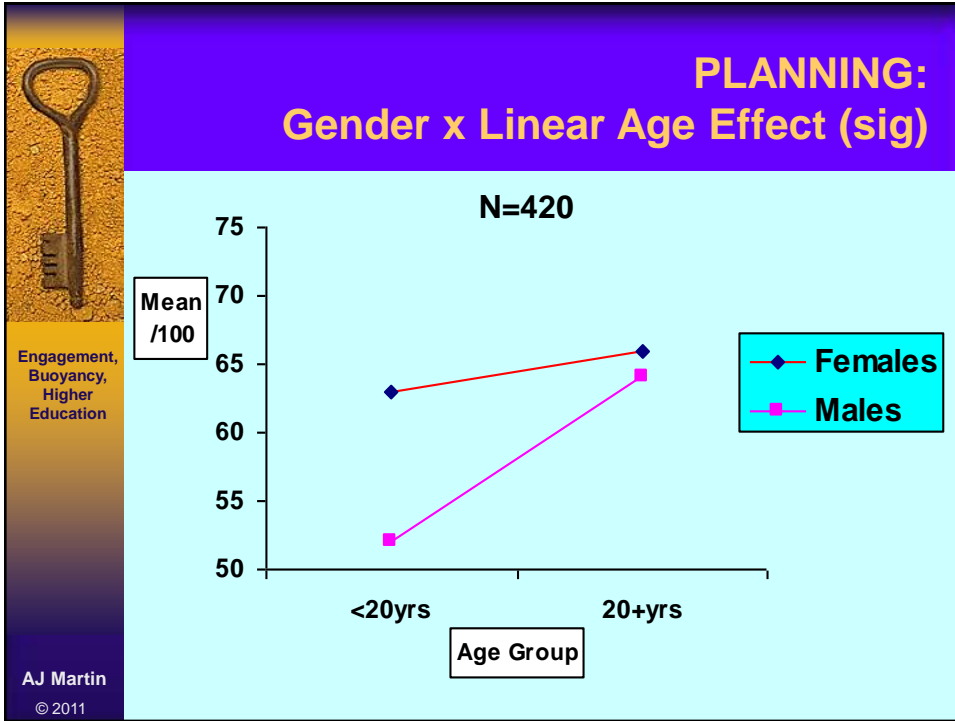
Gender	Score
Females	59
Males	66

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Strategies Targeting Parts of the Wheel Relevant to Engagement and Buoyancy

- Self-belief
- Persistence
- Fear of Failure, Self-sabotage
- Control

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Increasing Self-belief (1)

Challenge common negative thinking traps

- Turning positives into negatives
- Mega-generalising
- Black and white thinking
- Mountain building
- Mistaking feelings for facts

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Increasing Self-belief (2)


Strategies for maximising success:

- ★ 'Chunking'
 - a) Breaking work into bite size chunks
 - b) Seeing the completion of each chunk as a success
- ★ PROCESS definitions of success (PBs, improve, effort, skill dev't, learning)
- ★ Explaining things more than once but in different ways
- ★ Approaching students individually to check understanding/one-on-one
- ★ Giving students choice of questions/topics to answer
- ★ Giving students choice of mode of undertaking assignments (PowerPoint, essay, multimedia, role play)

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Increasing Persistence


- ✓ Encourage students to be clear about what want to achieve (short- and long-term) – REMEMBER: set goals that are:
 - Achievable, Believable, Clear, and Desirable (ABCD)
 - Specific, Measurable, Achievable, Realistic, Time-bound (SMART)
 - Personal Best (PB) Goals (later slide)
- ✓ Talk through previous challenges and how they were overcome – what did you THINK and what did you DO?

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Fear of Failure and Self-Sabotage

- ✓ **Courageous and constructive view of mistakes**
 - launch pad for success
 - diagnostic info
 - window for improvement
- ✓ **Reduce link between performance/achievement and worth as a person**
 - get worth from numerous parts of life (including uni)

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Increasing Control

- ✓ Increase emphasis on 1. effort, 2. strategy, and 3. attitude + reduce emphasis on external factors (luck, easy/tough marking etc.)
- ✓ Reduce uncertainty in class - clear objectives and expectations
- ✓ Feedback makes it clear why particular mark and how to improve
- ✓ Show students previously completed examples of good work – set homework that asks students to review this quality work (eg. find five good things about this essay + 2 things to improve it)

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Personal Potential Network



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ADAPTABILITY

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Adaptability

University/College

- ✓ Start university
- ✓ New university
- ✓ Transition from one year to another
- ✓ Different lecturers and different subjects
- ✓ Unfamiliar tasks and requirements
- ✓ Changing academic, personal, and social tasks/demands

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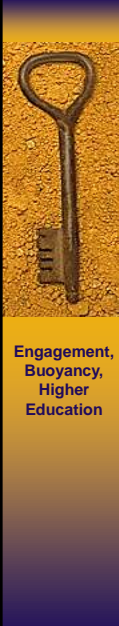
Adaptability

The World

- ✓ industry will be reshaped around environmental demands and pressures
- ✓ medical advancements will extend the human lifespan
- ✓ pharmaceutical developments will present new possibilities for human performance and functioning
- ✓ communications technology will be reshaped around fiber optics and extreme bandwidth
- ✓ high-level globalized computing networks will accelerate information production and application
- ✓ new technologies will allow greater access to cultural phenomena
- ✓ expansion of electronic databases and resources will transform education and lifelong learning

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Three Components

Adaptability

Regulate/Adjust Thinking

- Think about situation in different way
- Adjust assumptions/expectations/attitude

Regulate/Adjust Behaviour

- Seek out new/more information, help, resources
- Different course of action, new schedule

Regulate/Adjust Emotion

- Minimise frustration, disappointment, fear, anger
- Draw on/maximise enjoyment, fun, curiosity

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PERSONAL BESTS

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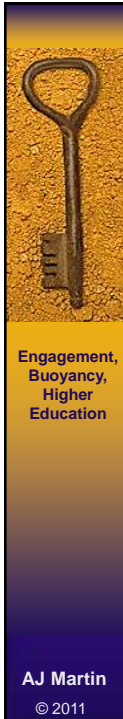
PB Goals

- Personal best (PB) goals are specific, challenging, and competitively self-referenced targets
- PB goals may take two forms:
 - 'process PB goals'
 - 'product PB goals'

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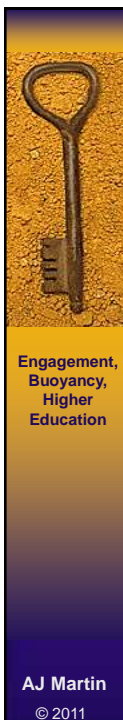
PB Process Goals

Examples of process PBs include:

- reading one more book for the present assignment than on the previous assignment
- preparing for a test at the weekend when previously no study had been done at weekends
- being less anxious for the next test than the previous test
- asking a lecturer for help when previously the lecturer had been avoided
- spending an extra hour doing study than usual

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PB Product Goals

Product PBs include:

- getting a higher mark in end of year exams than in the half yearly exams
- making greater dissertation progress than prior progress
- getting more answers correct in one's statistics assignment

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PB Goals

- PB (Growth) Goals must be shown to benefit all student groups (first do no harm!)
- Eg. Important to show yield for those with at-risk students

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PB Goals and Learning Disabilities

	<u>PB Goals Correlated with</u>						
	Literacy	Numeracy	Homework Completion	Class Participation	Future Plans	Persist	Disengage
ADHD (N=87)	.34 (12%)	.24 (6%)	.52 (27%)	.50 (25%)	.69 (48%)	.66 (44%)	-.57 (33%)
Non-ADHD (N=3200)	.16 (3%)	.16 (3%)	.43 (19%)	.50 (25%)	.58 (34%)	.59 (35%)	-.52 (27%)


(% Explained Variance between PBs and Factor)

N=3,287 high school students (Martin, in review)

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Personal Bests

- ✓ PB Worksheets etc at www.lifelongachievement.com
- ✓ Increase emphasis on personal excellence
- ✓ Reduce focus on comparisons with others

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Personal Potential Network

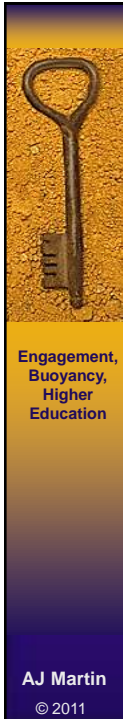
RELATIONSHIPS

PERSONAL
POTENTIAL

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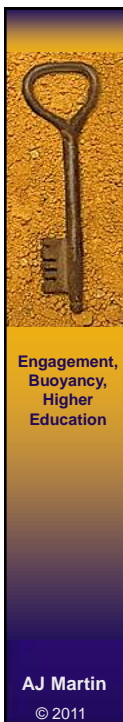
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CONNECTIVE INSTRUCTION

(following from centrality of teacher-student relationships)

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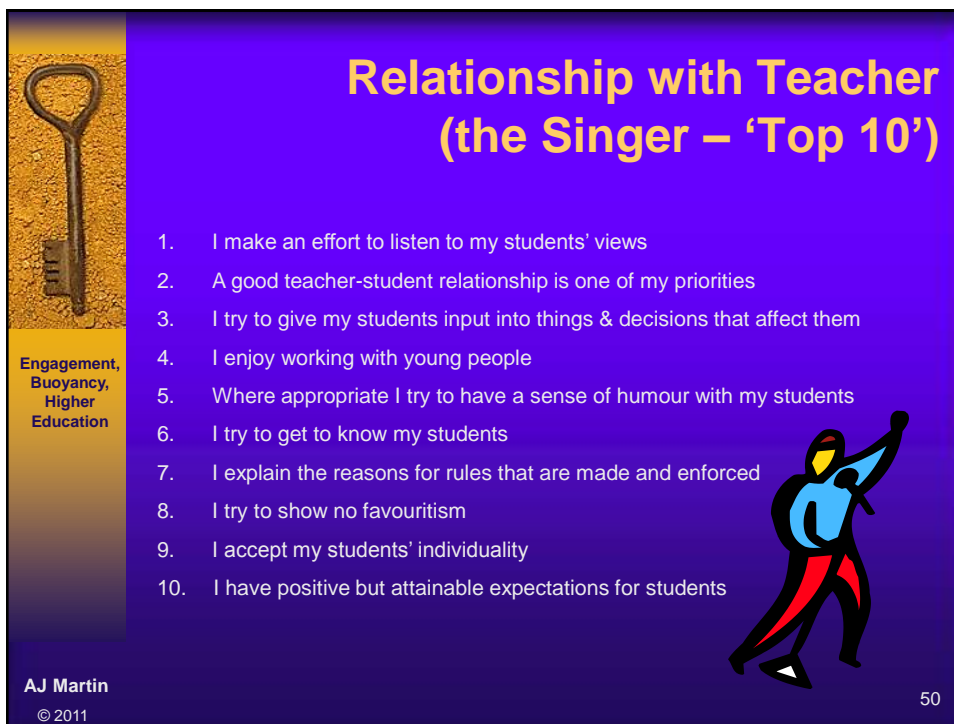
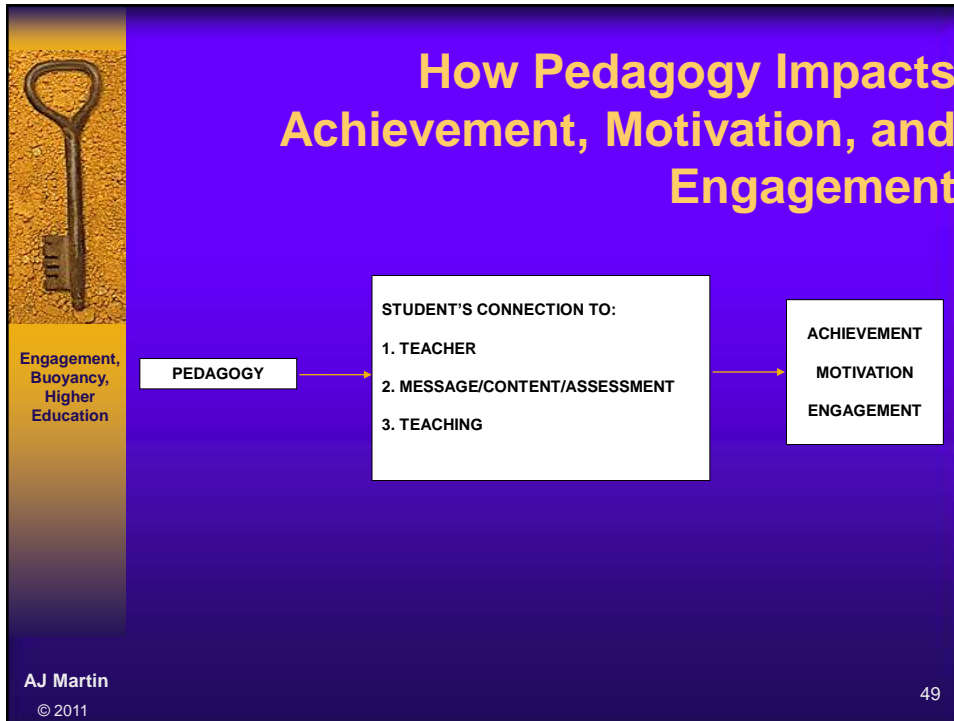
Connective Instruction

```

graph TD
    A[Connective Instruction] --> B[Relationship Between Student and Teacher]
    A --> C[Relationship Between Student and Message]
    A --> D[Relationship Between Student and Teaching]
    B --> E["Interpersonal Relationship"]
    C --> F["Substantive Relationship"]
    D --> G["Pedagogical Relationship"]
    E --> H["(the Singer)"]
    F --> I["(the Song)"]
    G --> J["(the Singing)"]
  
```

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Relationship with Message (the Song – ‘Top 10’)

1. I aim to set work that is challenging but not too difficult
2. Where possible, I aim to set work that is important or significant
3. I aim to inject variety into my teaching content
4. I aim to inject variety into my assessment tasks
5. I aim to provide students with interesting work
6. I use broad and authentic (relevant and meaningful) assessment
7. I try to ensure that my teaching content is not boring to young people
8. In class and assigned work, I reduce monotony as much as possible
9. Where possible I draw on material that is fun to learn
10. Where possible I use material that arouses my students' curiosity



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Relationship with Teaching (the Singing – ‘Top 10’)

1. I try to get students to do something well as much as possible and provide support needed for them to do this
2. I have multiple indicators of success in schoolwork (marks, effort, reaching goals, improving)
3. I provide clear feedback to students focusing on how they can improve
4. I try to make sure all students keep up with the work and give opportunities to catch up or go over difficult work
5. I make an effort to explain things clearly and carefully
6. I aim to inject variety into my teaching methods and reduce repetition or monotony
7. I encourage my students to learn from their mistakes
8. I aim for mastery by all students
9. I show students how schoolwork is relevant and/or meaningful
10. I don't rush my lessons or my explanations



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Final Reflection

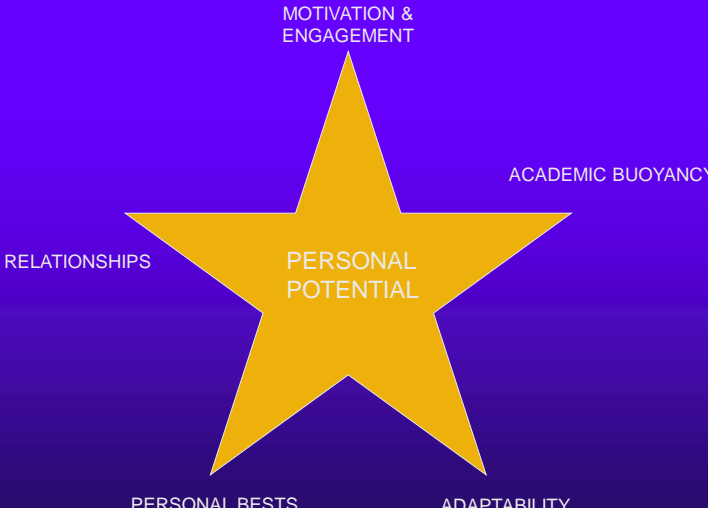
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PERSONAL POTENTIAL


RELATIONSHIPS

PERSONAL BESTS

ADAPTABILITY

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‘Take 3’

Have a look over the Personal Potential Network

Take 1. In your individual teaching, what 1-2 Parts do you think would be most useful to your girls for them to achieve to their potential?


Take 2. How can you implement them within your Faculty / School / Department?

Take 3. How can you implement them across the University?


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Where To From Here?




Motivation
and
Engagement

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Motivation and Engagement



NEW!


CHAPTERS:

- Fear and failure in class
- Disengagement and helplessness
- Fear of success
- Perfectionism
- Courage in the classroom
- Personal bests (PBs)
- Rock-solid self-esteem
- Coping with competition
- Seizing control in class
- Teacher-student relationships
- Building classroom success


Available at Co-Op stall [here](#)

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Motivation and Engagement



MOTIVATION AND ENGAGEMENT SCALE

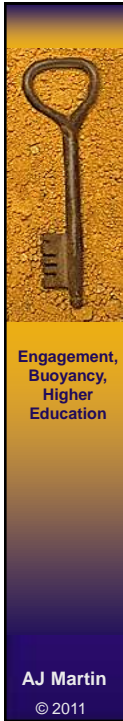
- 44-items
- Assesses each part of the Wheel
- Completed in class or individually
- Used for diagnosis
- Used for benchmarking
- Comes with Test User Manual
- Comes with Student Score Sheet

Order at: www.lifelongachievement.com


\$99
Per 1,000 students

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THANKYOU

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