

Autonomy, Purpose and Mastery Empowering the Child

Power point presentation by
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Based on ideas contained in the book *The Why and How of Thinking in School*

Empowered to do what?

- Critical thinkers
- Decision-makers
- Problem solvers
- Life-long learner



Extrinsic Motivation in School

- John Gatto: *“By stars and red checks, smiles and frowns, prizes, honors and disgraces, I teach children to surrender their will to a predestined chain of command.”*
- Alfie Kohn: *“When extrinsic rewards are placed on an activity previously done for intrinsic rewards, the level of enthusiasm and enjoyment of an activity is decreased.”*
- John Holt: *“External motivation – rewards such as grades and gold stars – reinforces children’s fears of failing exams and receiving disapproval from the adults in their lives.”*
- Haymen, J; Irlenbusch, B. I.; Pink, D: *“rewards have been shown to diminish performance on complex conceptual tasks”*

Autonomy, Purpose, Mastery

Words associated with these concepts:

- Freedom
- Self-direction
- Independence
- Control
- Meaning
- Engagement

Do TOC tools enable autonomy, mastery and purpose in a school setting?

How do the tools enable autonomy, purpose and mastery?

Inherent in all the tools are open-ended questions.



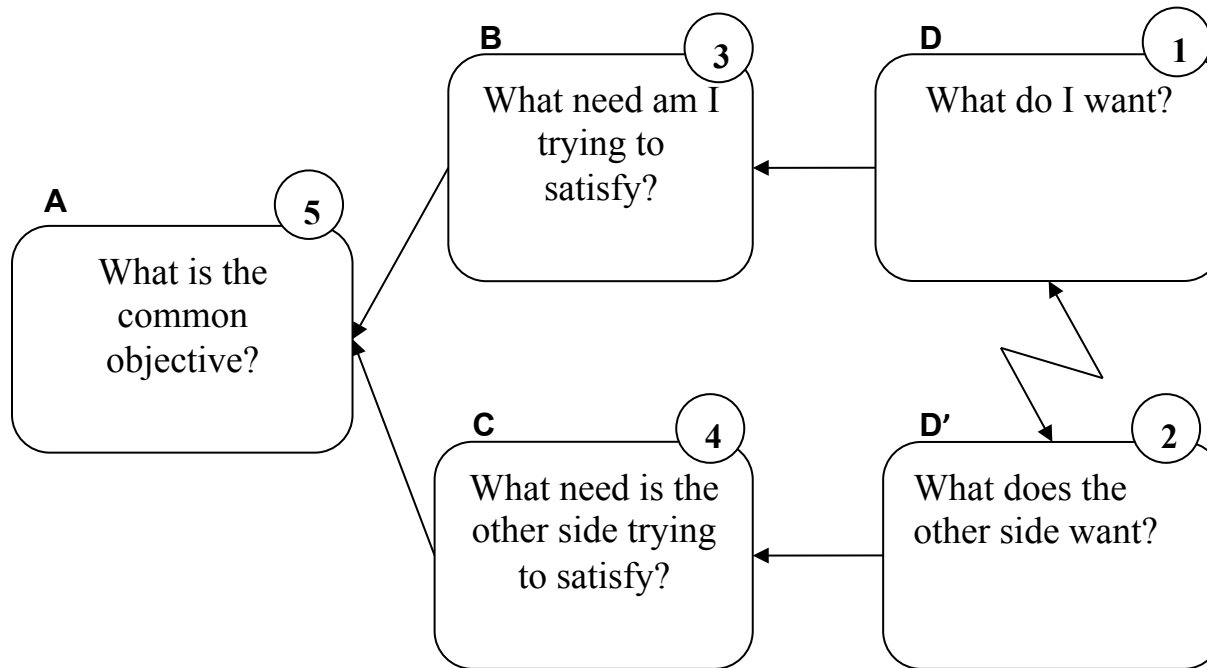
- Open-ended questions require thinking.
- Open-ended questions require personal input.
- Open-ended questions value the responder.

Why the tools?

Because the tools ask open-ended questions.

Cloud

B – D Assumptions.....



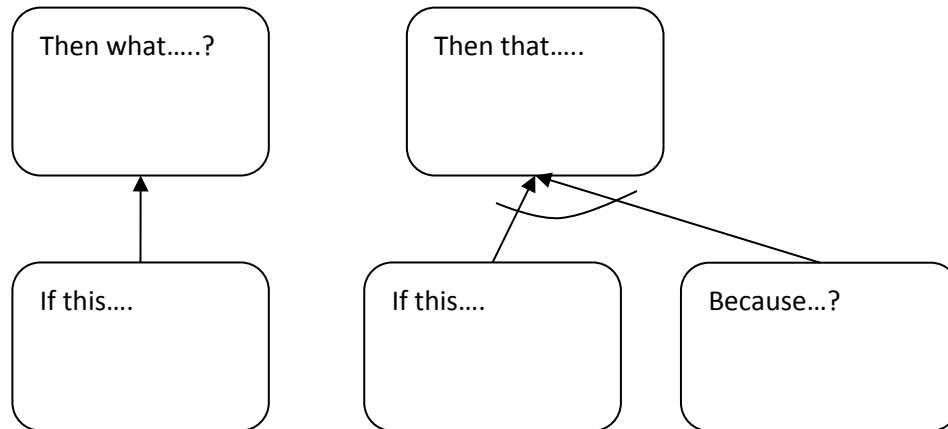
C – D' Assumptions.....

Why the tools?

Because the tools ask open-ended questions.

Branch:

- If this, then what?
- If this, then that because....?



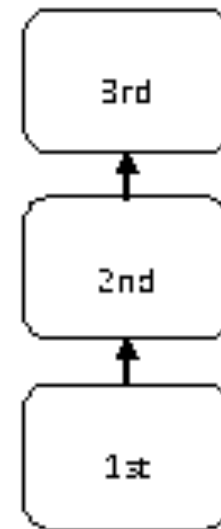
Why the tools?

Because the tools ask open-ended questions.

Ambitious Target:

- What's the goal?
- What are the obstacles?
- How can we overcome the obstacles? What are the intermediate objectives.
- What do we need to do first? Second? Third?
- Etc...

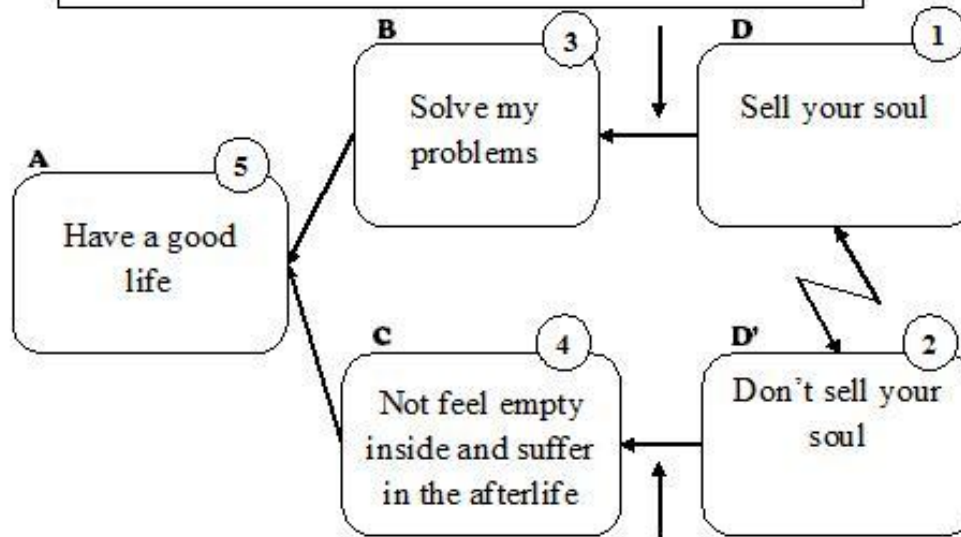
Ambitious Target	
Obstacles	Intermediate Objectives
1	1
2	2
3	3



Devil and Daniel Webster

Assumptions:

1. The devil will give me what I need for a successful farm and life.
2. The devil provides good things in return for souls.
3. I will have an easy and happy life.
4. There is no other way to solve my problems.
5. If I don't do anything, things will get even worse.
6. Right now my wife and children are depending on me.



Assumptions:

1. When you do the wrong thing, you feel empty inside.
2. Your soul is important to you; selling it is like selling yourself out.
3. You might solve the immediate problem but you'll have to pay for it later.

Freedom
Self-direction
Independence
Control
Meaning
Engagement



Kris's Branch

Freedom
Self-direction
Independence
Control
Meaning
Engagement



Better not
to hit or
push Jesus.

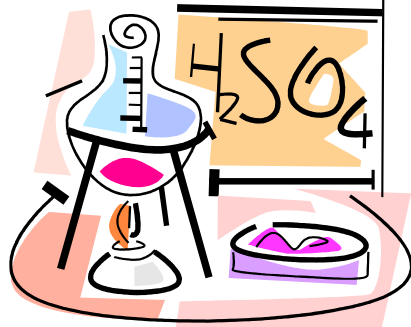


Ambitious Target Tree

The Goal: Science Project is finished

Obstacles	Objectives
1. I don't have the materials I need.	1. I have all the materials I need.
2. I haven't collected the stuff to put in the jar.	2. I have collected all the stuff to put in the jar.
3. I haven't written the report.	3. I have written my report.
4. Rewrite my report neatly.	4. My report is rewritten neatly.
5. I haven't brought it to school yet.	5. I have brought it to school.
6. I haven't gotten my board ready.	6. My board is ready.
7. I don't have the results.	7. I have my results.
8. I'm not sure if I have enough vinegar.	8. I have enough vinegar.
9. I haven't done any thinking ahead to figure out my hypothesis.	9. I have figured out what my hypothesis is.
10. I don't have a timeline for finishing my project.	10. I have a timeline for finishing my project.

Ambitious Target Tree



I have brought it to school.

I have my board ready.

I have rewritten my project neatly.

I have written out my report.

I have my results.

I have figured out my hypothesis.

I have collected the stuff to put in the jar.

I have all my materials.

I have enough vinegar.

Freedom
Self-direction
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Engagement

How do the tools enable
autonomy, purpose and
mastery?



Autonomy - Give them some say

Purpose - Make learning relevant

Mastery - provide a problem-solving tools

Motivation

Kathy's Question:

Can we accomplish something if we are not motivated?

Daniel Goleman said:

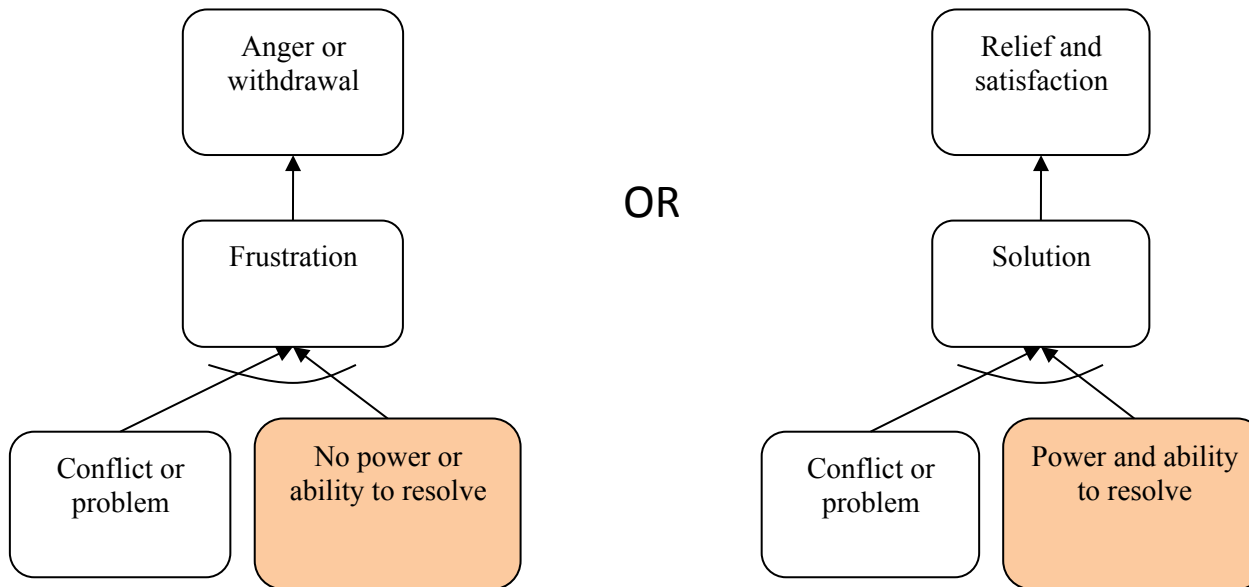
Optimism and hope are keys to motivation

“...underlying both is an outlook psychologists call self-efficacy, the belief that one has mastery over the events of one's life and can meet the challenges as they come up.”

Emotional Intelligence; Bantam Books; NY (1995, p. 86 - 90)

Self-Efficacy

Importance of “ability to resolve”



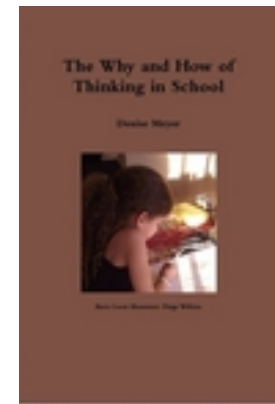
References:

More information on these topics and specific references can be found in the following publication:

Denise Meyer; *The Why and How of Thinking in School*; 2011

Order on Amazon or...

<http://www.lulu.com/spotlight/denise3491>



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