

GUIDE FOR CREATING MASTERY ORIENTED CLASSROOMS

CHAPTER 7: GOAL ORIENTATION

a) Model the commitment to learning and understanding that you want your students to exhibit.

- Example: Approach learning with a positive attitude, and a willingness to take risks. Model the use of effective learning strategies when encountering challenging tasks.

b) Focus attention on students effort and strategy use, not on abilities or intelligence.

- Example: When a student succeeds, praise that student's effort and their use of strategies to achieve their goal. In addition, when a student fails, give constructive feedback about effort and strategy use. Emphasize that success is related to one's effort.

c) Teach adaptive learning strategies.

- Example: Model how students should plan, monitor and evaluate their science learning.

d) Encourage student involvement and a sense of personal responsibility.

- Example: Encourage all students to participate during class discussions or when you ask a question.

e) De-emphasize the negative consequence of making errors.

- Example: Emphasize that making mistakes are part of the learning process, and that making mistakes help students improve their skills.

f) Decreased emphasis on social comparison

- Example: Do not post students grades in public spaces. Instead, if your students did well on an assignment or task, recognize them by saying, "it is good to see you taking responsibility for your learning this week."

g) Foster the establishment of realistic, but challenging goals.

- Example: Rather than praising students for doing well on easy tasks emphasize the rewards of completing challenging tasks.

<http://www.niu.edu/eteams>

A companion website for *Enhancing Adolescents' Motivation for Science*, Shumow & Schmidt, 2013