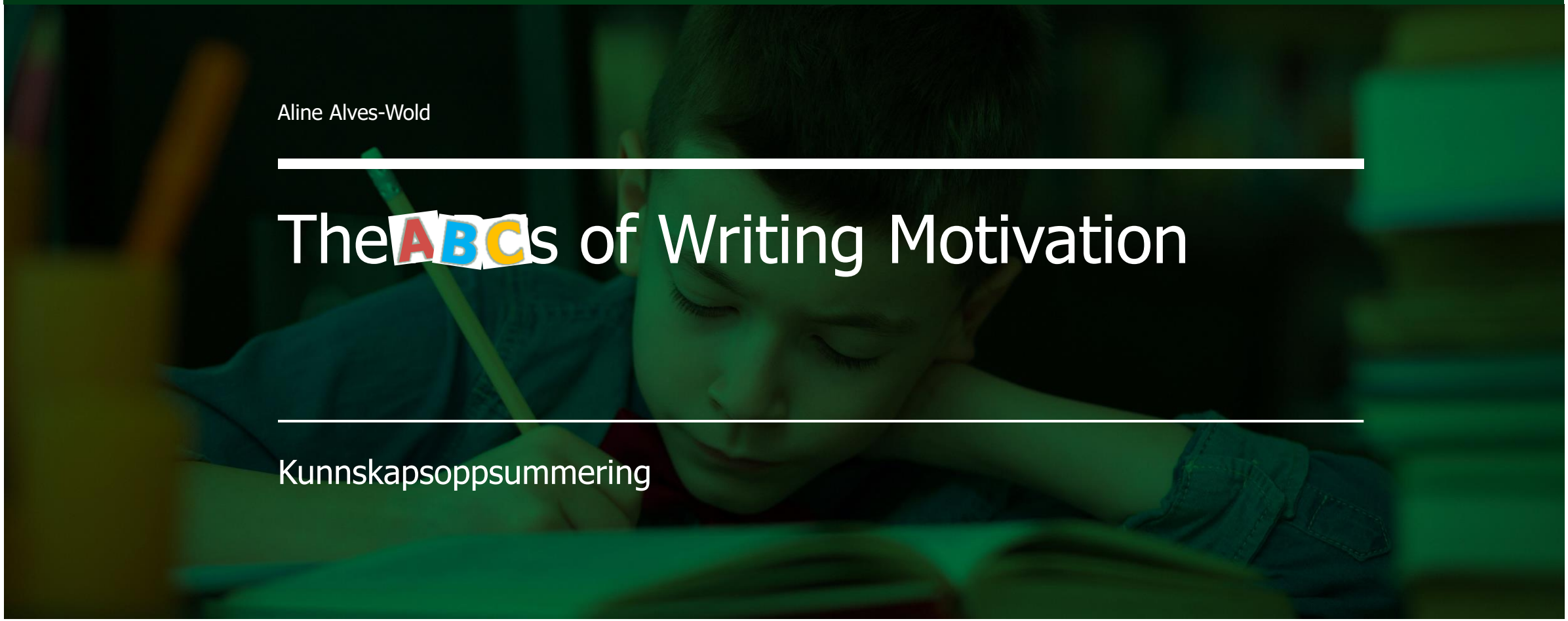
Nasjonalt senter for leseopplæring og leseforskning
Universitetet i Stavanger



Aline Alves-Wold

The ABCs of Writing Motivation

Kunnskapsoppsummering

Nasjonalt lesesenter
Universitetet i Stavanger

BACKGROUND
&
AIMS

RESULTS

METHODS

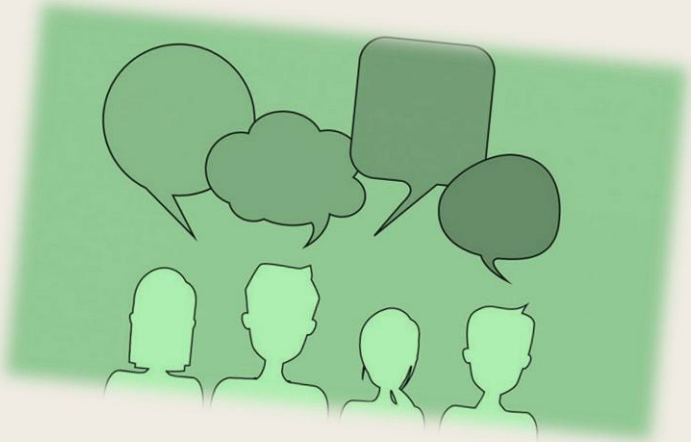
DISCUSSION

BACKGROUND & AIMS

BACKGROUND & AIMS

Motivasjon har fått økt oppmerksomhet

Kunnskapsoppsummeringer (systematic reviews)
(Camacho et al., 2020; Ekholm et al., 2018; Troia et al., 2012)



Ingen har fokusert på
elevenes stemme

United Nations Convention on the Rights of the Child

If we want to know what is actually in the interest of the child, **it is logical to listen to him or her**

(United Nations, 1989; article 12:1)

Fokus på **begynneropplæring** (K-5)

Funn fra **empiriske studier** (fra 1996 til 2020) som *spesifikt* undersøke skrivemotivasjon gjennom **elevenes egenrapporterte data** (f.eks. spørreundersøkelser og intervjuer)

Forskningsspørsmål

Hvilke **faktorer** påvirker **motivasjon for skriving** av **elever i begynneropplæring** (K-5) ifølge **elevenes egenrapporterte data**?

METHODS

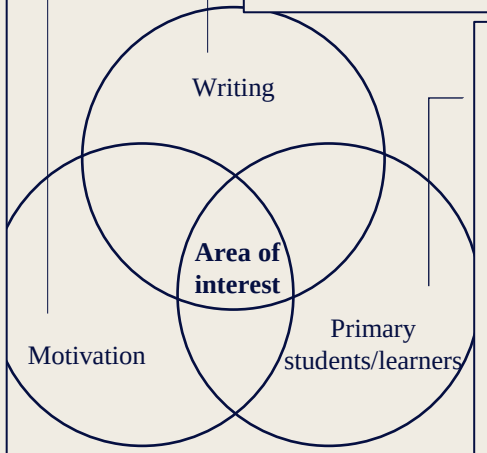
METHODS

Systematic review

Diagram of Search Terms Clusters

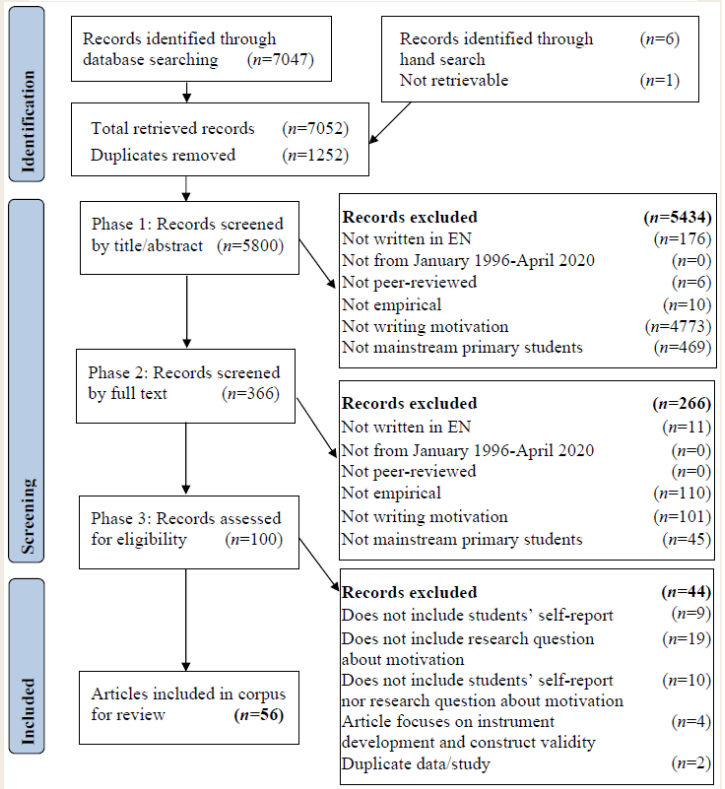
Motivation
(motivate, motivating)
Engagement
(engage, engaging)
Enjoyment
(enjoyable, enjoying)
Attitude
Beliefs
Self-efficacy
Self-concept
Self-belief
Perceived competence
Agency
Expectation
Goal
Interest
Value
Attribution

Writing
Handwriting
Tracing
Journaling
Writing workshop
Writing activities
Journal message
Journal writing
Scribbling (scribble)
Typing (typewriting)
Composition
(composing)



Primary students
Primary learners
Primary school
Primary education
Lower grades
Early elementary
Elementary school
Elementary learners
Elementary education
Elementary students
Ages 5-11
Grades 1-6
Kindergarten
Reception

Flow Diagram of Article Selection Process



Total of Records Retrieved for Screening

Database	Initial search	Limiters applied	Records retrieved for screening
PsycINFO (1806-present)	1244	Peer-reviewed, 1996-2020	551
ERIC	7419	Peer-reviewed, 1996-2020	2766
Academic Search Premier	1882	Scholarly, 1996-2020	1542
Web of Science	2294	1996-2020	2188
	12839		**7047**
		Duplicates excluded	1252
		Total for screening	**5795**

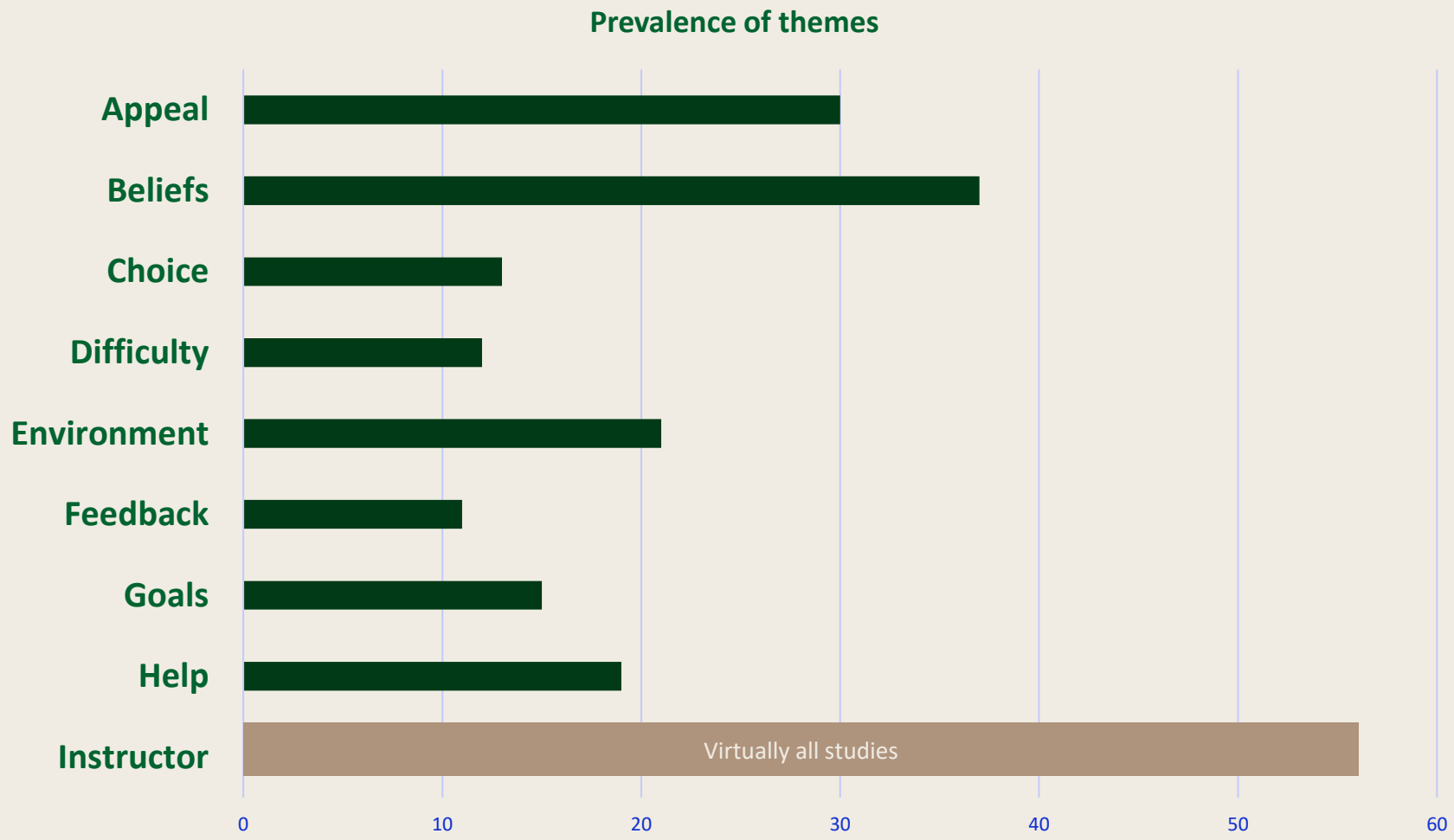
Deduktive and **induktive analysemetoder**

Nasjonalt lesesenter
Universitetet i Stavanger

RESULTS

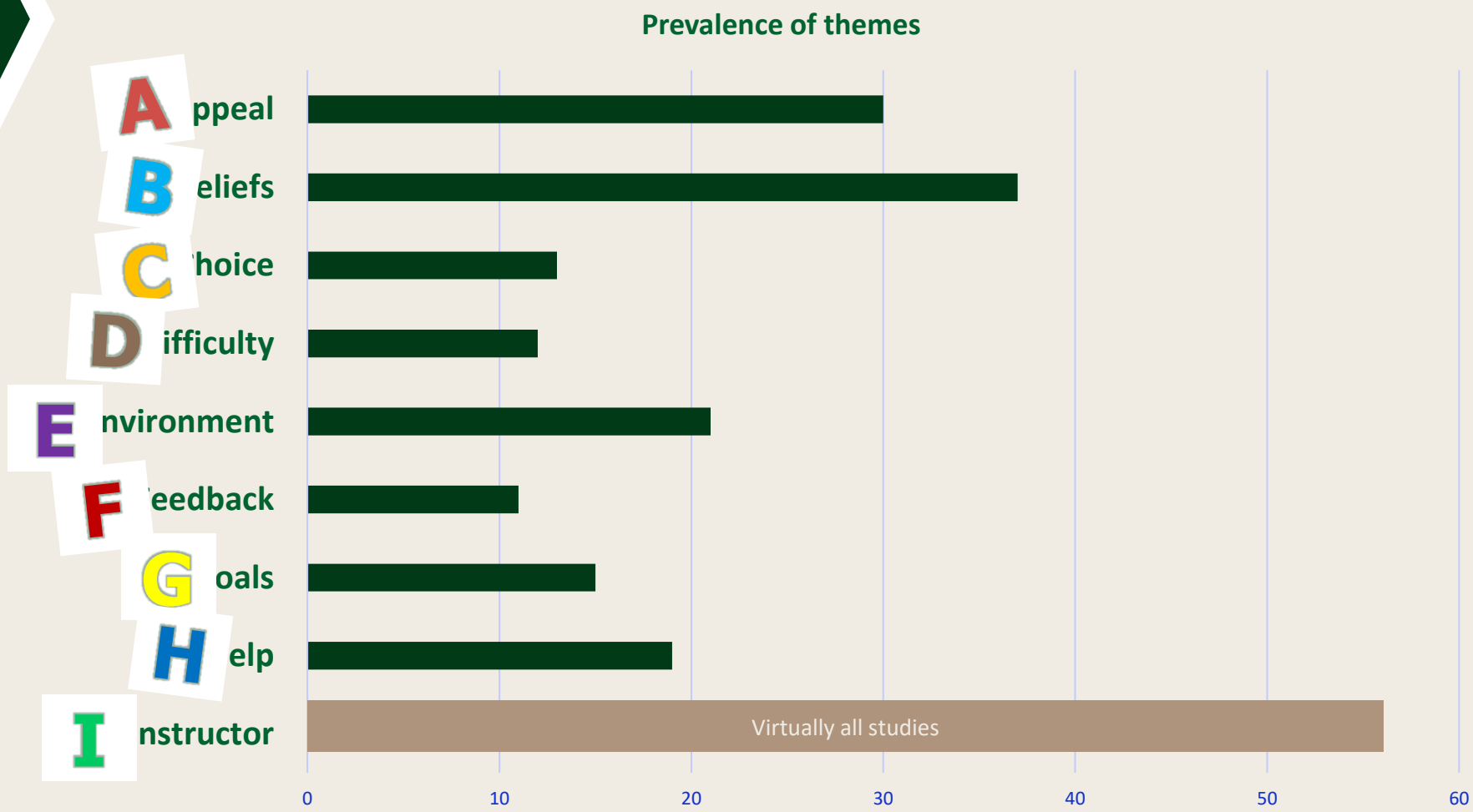
RESULTS

Hvilke **faktorer** påvirker **motivasjon for skriving** av elever i **begynneropplæring** (K-5) ifølge **elevenes egenrapporterte data**?



The ABCs of Writing Motivation

RESULTS



Nasjonalt lesesenter
Universitetet i Stavanger

RESULTS

Appeal of the task

ATTRAKTIVITET

- Mer enn halvparten av de gjennomgåtte studiene (*n = 29*)

Motiverende

engasjerende
gøy
meningsfylt

Demotiverende

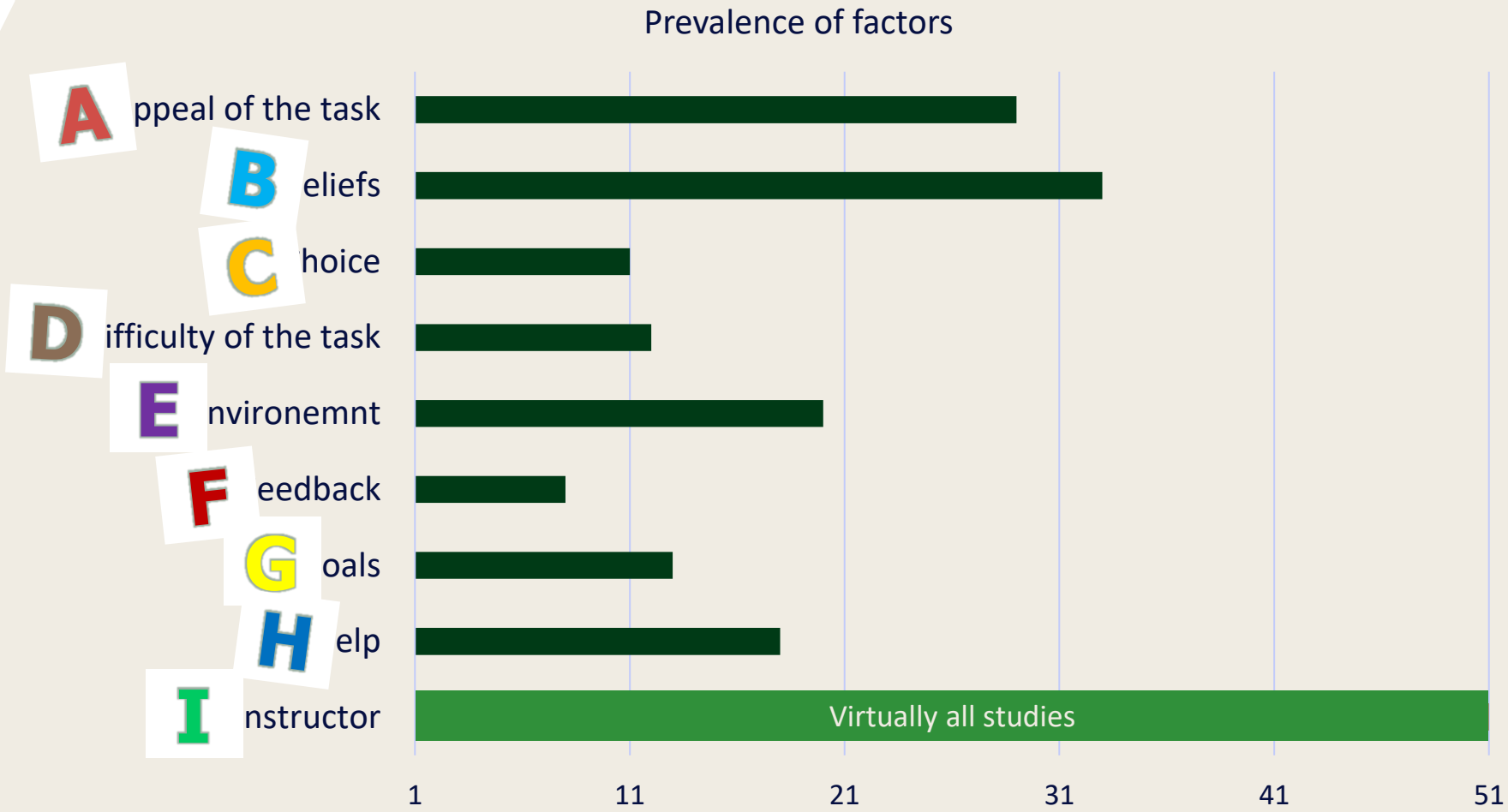
kjedelig
aktiviteter som elevene ikke liker

oppsummere tekster (Kholisiyah et al., 2018)
forberedelse seg til nasjonale prøver (Tunks, 2010)

Viktigheten av å **sjekke antagelser** om hvor attraktive oppgaver er (Jones et al., 2016)

RESULTS

What factors emerge from early elementary students' self-reports as influencing their levels of writing motivation?



RESULTS

Beliefs

EGNE FORESTILLINGER

- Ca. 65% av de gjennomgåtte studiene (*n = 33*)

Forestillinger om seg selv (Selvoppfatning)
(Self-beliefs)

selvtillit
(confidence)
tiltro til egne ferdigheter
(self-efficacy)
skriveridentitet
(writer identity)

Positiv selvoppfatning er ikke nok

Forestillinger om skriving
(Beliefs about writing)

*skrivingens **verdi***
hva "god skriving" er
felles synspunkter
motvilje mot revidering

Forestillinger om hvorfor man lykkes eller mislykkes
(Beliefs about why one succeeds or fails)

interne attribusjoner (innsats)
eksterne faktorer (lærer)
lærende tankesett
(growth mindset)

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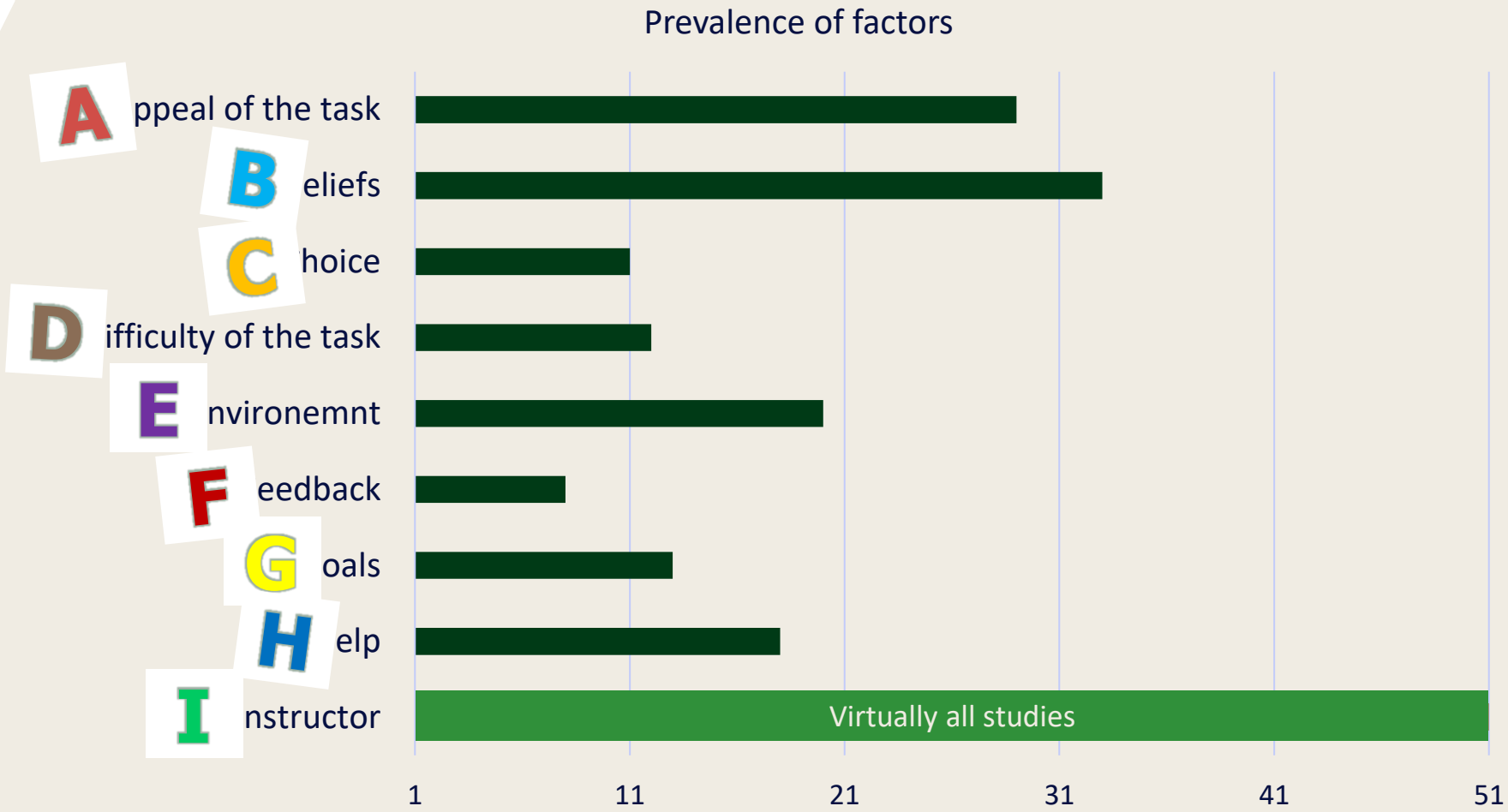

RESULTS

Choice

VALG

- Nesten en fjerdedel (*n = 11*)

HVA man skal skrive

tema

sjanger

frihet

"get to" vs. "have to"

(e.g., Nolen, 2007; Zumbrunn, 2019)

HVORDAN man skal skrive

individuell

samarbeid

gruppestørrelse

verktøyer

(e.g., Kanala et al., 2013; Paquette, 2008)

HVOR man skal skrive

hjemme

(e.g., Hall & Axelrod, 2014)

skole

(e.g., Li & Chu, 2018)

HVEM man skal skrive til

ekte mottakere

(e.g., Gallini and Zhang, 1997)

Deling er **ikke** alltid positiv

4th-grader: "I would like to hang the posters we created on the streets. I would like to distribute the brochures to everyone on the streets, let everybody see our class journal. […] I mean, I would like more people to see the things we did" (Boyaci and Güner, 2018, p. 361)

RESULTS

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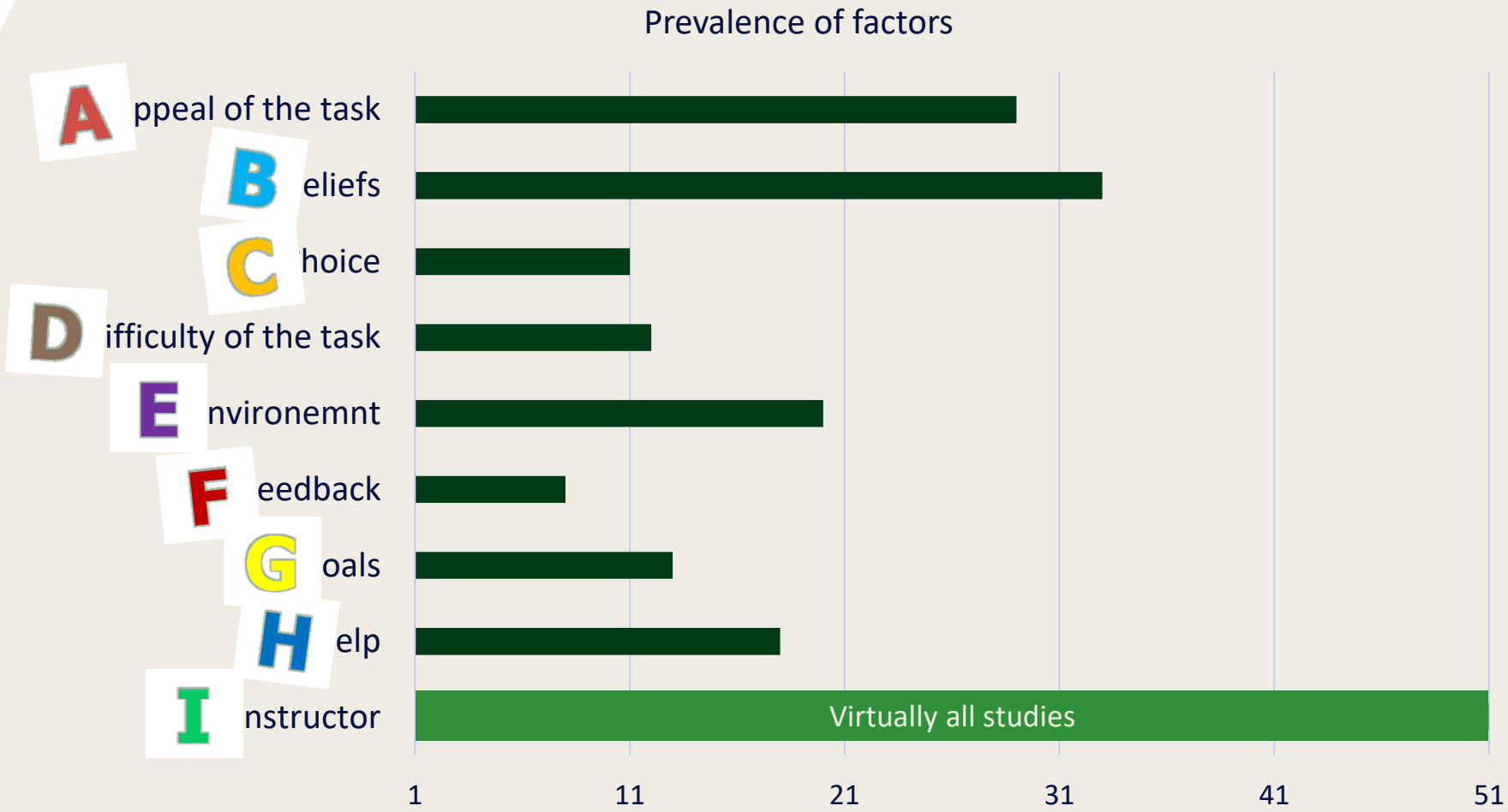


RESULTS

Difficulty of the task

VANSKELIGHETSGRAD

- Nesten en fjerdedel (*n = 12*)
- Skriving er en **vanskelig oppgave i seg selv** (Oldfather & Shanahan, 2007, p. 260)

- finne ut **hvordan man staver**
- bruke **tegnsetting**
- **organisere tanker** and **ideer** (Hall & Axelrod, 2014, p. 16)

Vanskelighet i seg selv er **ikke demotiverende**!

Lite utfordrende oppgaver
(Low-challenge tasks)
Miller and Meece (1999, p. 28)

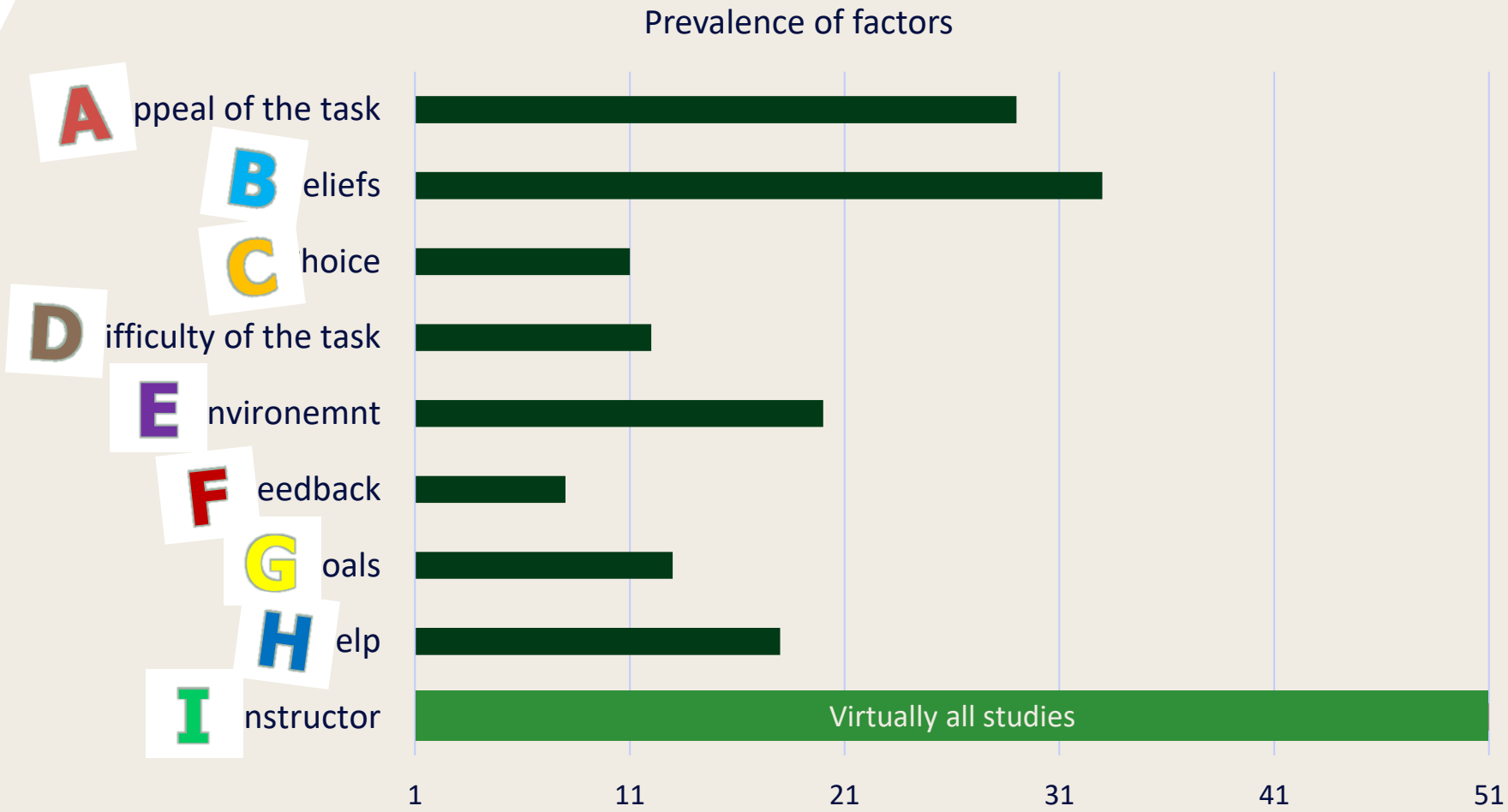
"kjedelige, meningsløse"

Høyt utfordrende oppgaver
(High-challenge tasks)
(Miller & Meece, 1999, p. 28)

Viktighet av
nok eksponering
(**miljøets** rolle =
role of the **environment**)

RESULTS

What factors emerge from early elementary students' self-reports as influencing their levels of writing motivation?



RESULTS

Environment

MILJØ

- Nesten 40% av de gjennomgåtte studier (*n = 20*)

Fysisk miljø

"free from noise"
vs.
støy
distraksjoner

Sosialt miljø

interaksjoner
samarbeid med klassekamerater
kommunisere gjennom skriving
spille spill sammen

100% av elevene opplevde **problemer** når de **skrev sammen** (Li & Chu, 2018, p. 372)

eksplisitte redigeringsregler og bruk av **demokratisk stemmegivning** for å **løse uenigheter**

Psykologisk miljø

rolig og avslappet
vs.
dårlig humør, sliten, eller frustrert

RESULTS

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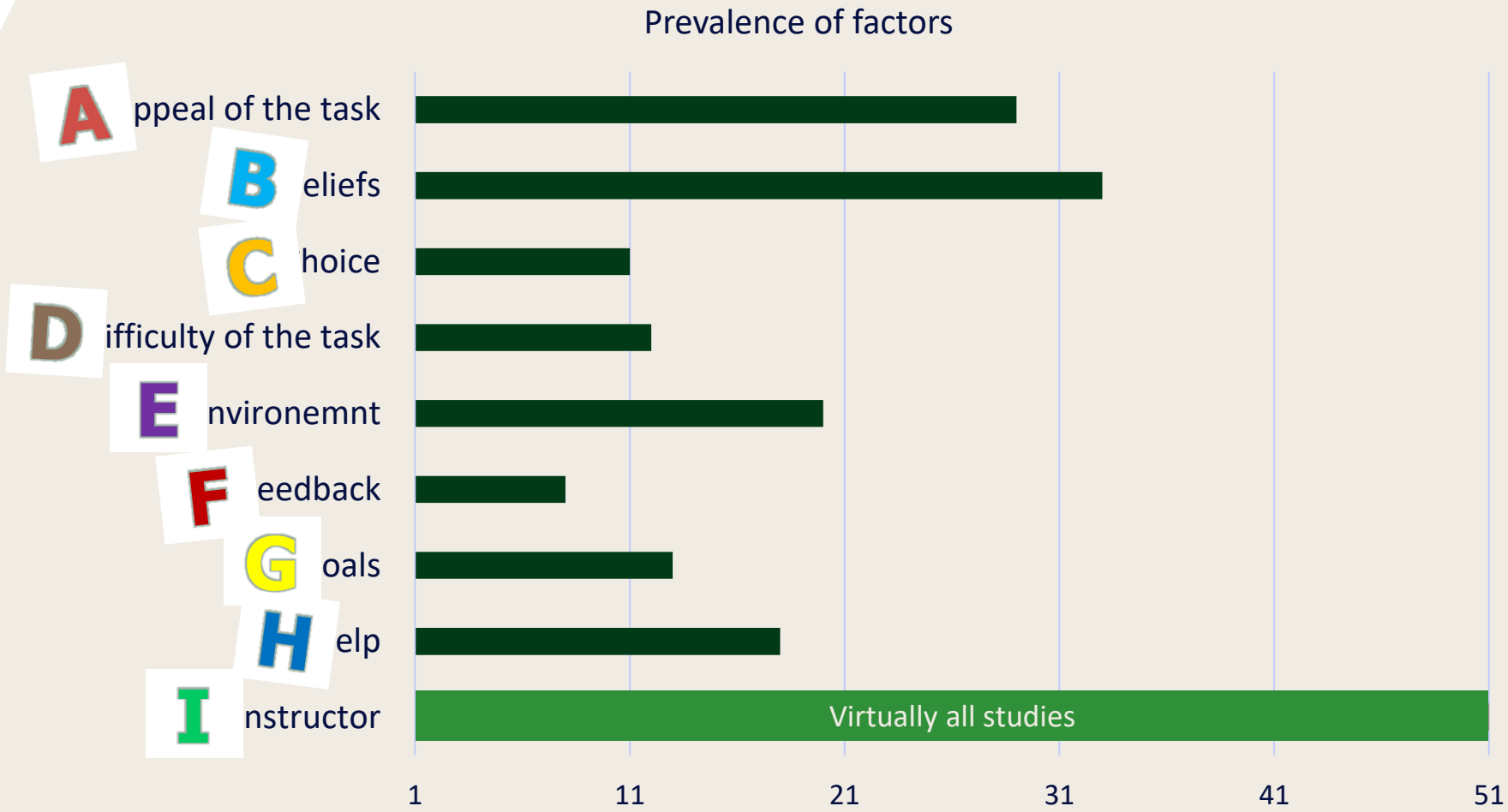


RESULTS

Feedback

TILBAKEMELDING

- 16% av studiene (*n = 8*)

Motiverende

positive respons
offentlig annerkjennelse (public recognition)
få frem emosjonelle reaksjoner fra publikum
"Most of the time with my writing, when I'm reading it to the class, she'll [teacher] start crying"
(Hall & Axelrod, 2014, p. 13)

konstruktive** og **konkrete tilbakemeldinger
*"feedback that help students **grow as writers**"*

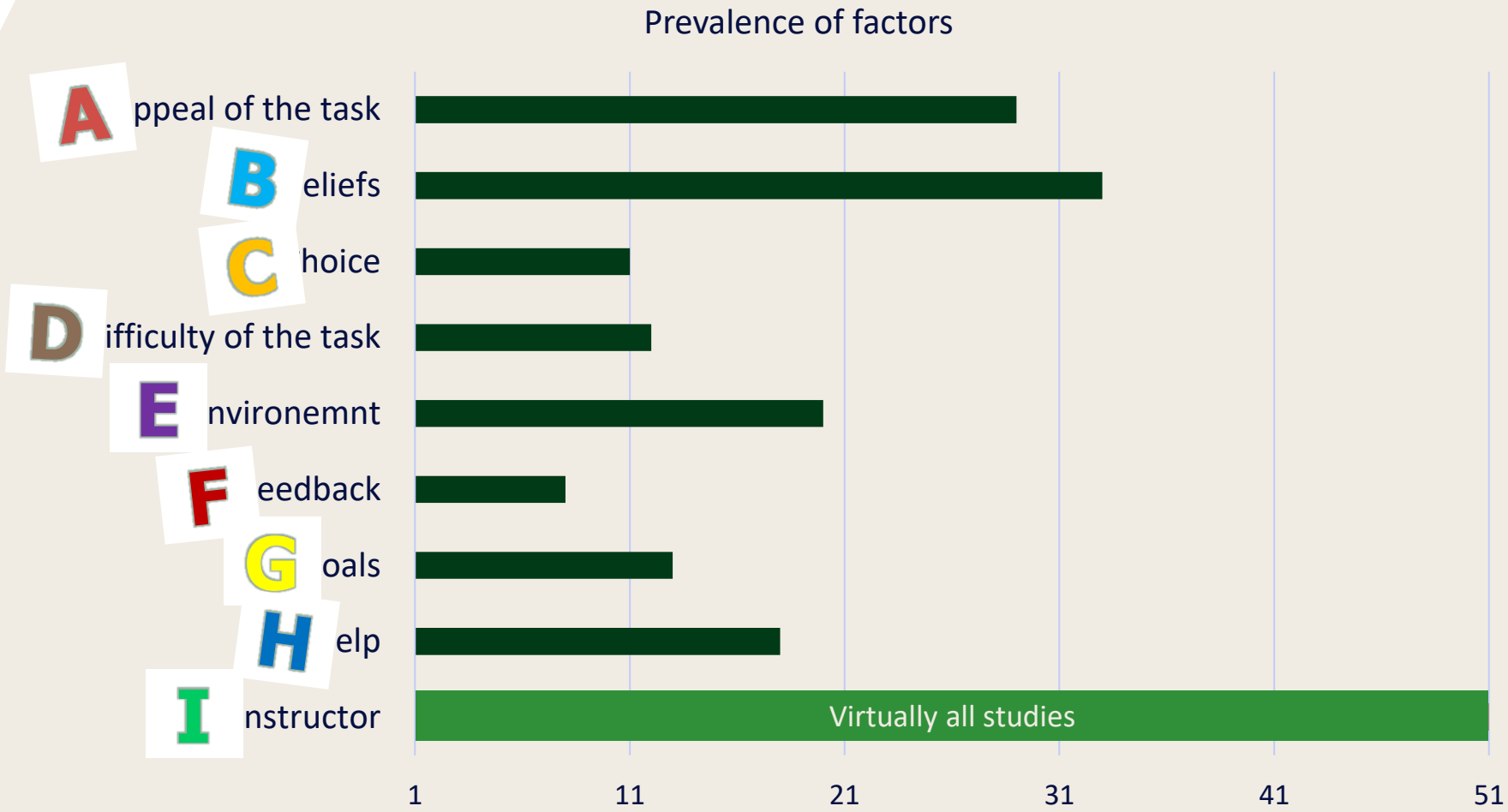
Demotiverende

negativ** tilbakemelding som fokuserer på **feil
***judgmental** responses*
(Truax, 2018)

Lærere bør gi **minst én positiv tilbakemelding** på elevenes skriving (Truax, 2018)

RESULTS

What factors emerge from early elementary students' self-reports as influencing their levels of writing motivation?



RESULTS

Goals

MÅL

- Mer enn en fjerdedel av studiene (*n = 14*)

Mestringsmål
(Mastery goals)

ønske om personlig mestring (e.g., Perry, 1998)

Prestasjonsmål
(Performance-approach goals)

få bedre karakterer (e.g., Kholisiyah et al., 2018)
utkonkurrere andre (e.g., Miller & Meece, 1997)

(Performance-avoidance goals)
ønske om å unngå feil (e.g., Perry, 1998)

Troia et al. (2012)
Lærere kan hjelpe elevene med å sette "**spesifikke, oppnåelige,** og **utfordrende mål** for seg selv," mens de fokuserer på **"personlig forbedring og mestring"** (p. 10).

RESULTS

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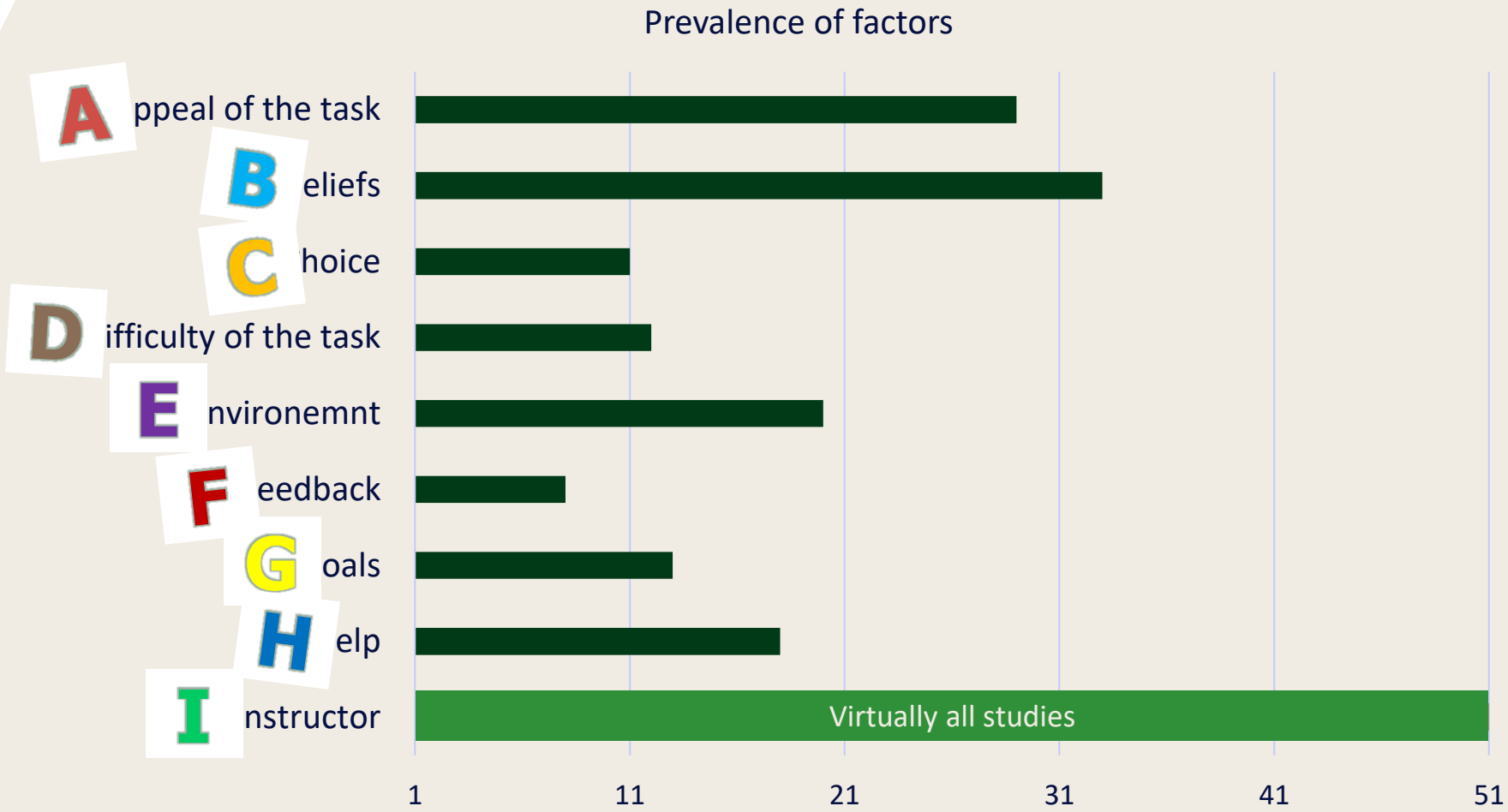

RESULTS

Help

HJELP

- Mer enn en tredjedel av studiene (*n = 18*)

Støttende **strategier** og **verktøyer**

konkrete guidelines (e.g., Chen & Liu, 2019)
modellering av skriveaktiviteter (e.g., Kholisiyah et al., 2018)
rubrikk (e.g., Bradford et. al, 2016)
skriveprogrammer (e.g., Perry, 1998)
apper (e.g., Perry, 1998)

Hjelp fra **andre**

aktiviteter før skriving (e.g., Lee & Enciso, 2017)
velge temaer og sette seg mål (e.g., Hall & Axelrod, 2014)
revidering eller hjelp med skrivekonvensjoner (e.g., Seban & Tavsanli, 2015)

Digitale verktøy
fasiliterende affordanser vs. ***tekniske feil***

Hjelp fra andre vs. **fra strategier og verktøyer?** Viktigheten av **tankesett** og **hvor forberedt de er på å takle utfordringer**
Alle førskoleelever i **kontrollgruppe**: ville spørre ***lærere*** eller ***foreldre*** for hjelp hvis de satt fast
Alle i **intervensjonsgruppe**: pekte på ***strategier*** eller ***verktøyer*** som kunne hjelpe dem med skriving, som f.eks. **ABC-plakater**, **bildeordbøker**, og **veggutstillinger med høyfrekvente ord** (Snyders, 2014, p. 435)

RESULTS

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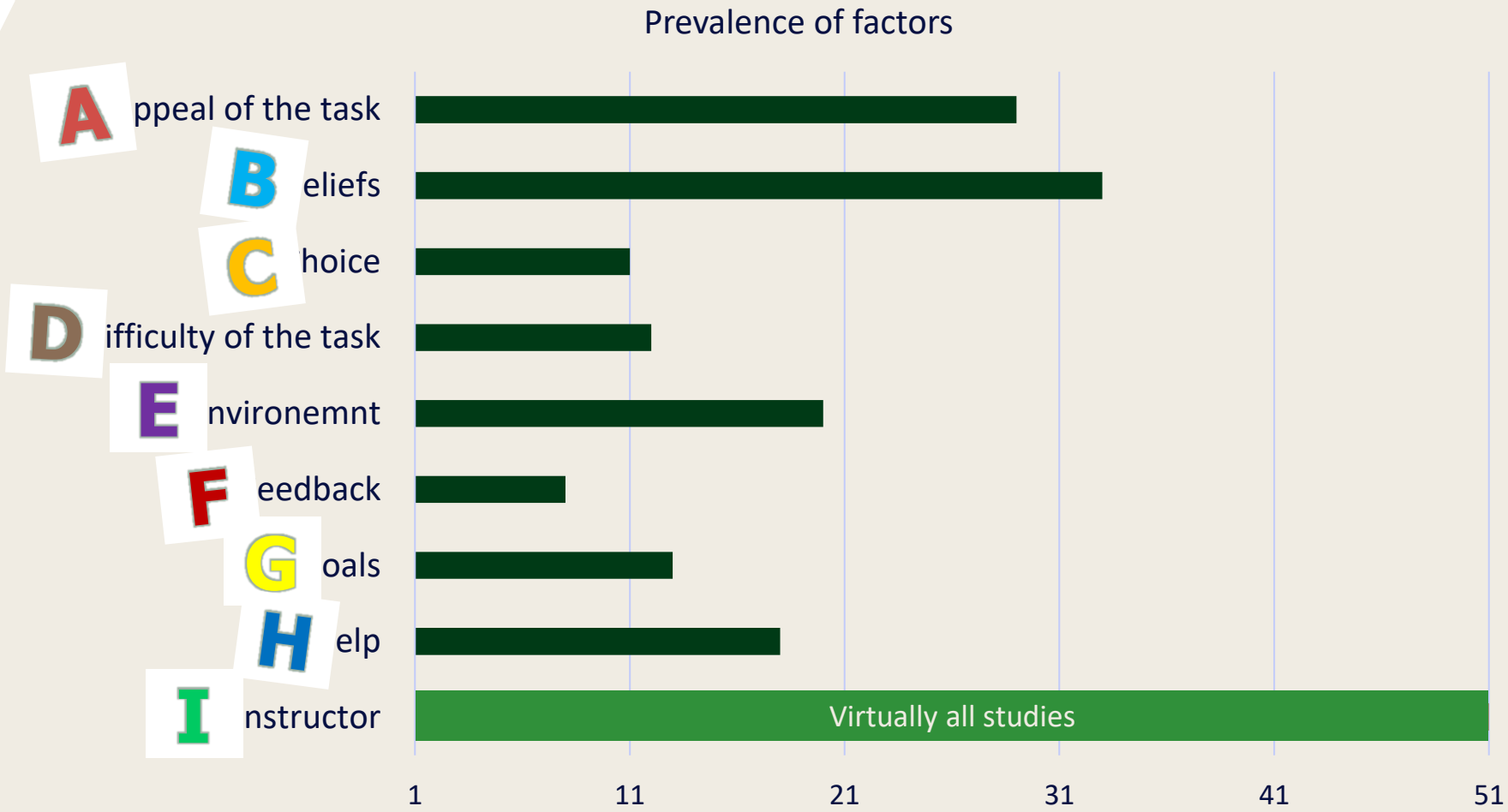

RESULTS

Instructor

INSTRUKTØR

- Alle studier, enten **direkte** eller **indirekte** peker på **læreren** som et **avgjørende element** som påvirker elevenes motivasjon for skriving.

Lærerpåvirkning kan utarte seg på mange måter

oppfatning av lærerens skriveglede
(Zumbrunn et al., 2019)

lærerens mål for skriveopplæringen
(Nolen, 2007)

vellyket implementering av tiltak/intervensjoner (Chohan, 2011)

Ikke bare lærere

forskere
foreldre
mer kompetente andre
besøkende invitert av lærere
Skrivefelleskap (Writing community)

f.eks. *skuespillere fra teateret* (Lee & Enciso, 2017)

"**individuelle lærere** er viktigere enn **strategier** eller **tilnærminger**" (Pollington, 2001, p. 249)

DISCUSSION

Diskusjon og implikasjoner for klasseromspraksis

- **Teacher:** Lærerens **formidlende rolle**
  - ✓ Planlegging

Motivational factor	Focus	Practice examples
Appeal of the task	Offering appealing tasks that students experience as interesting, authentic.	• Dramatic play center (Ihmeideh, 2015) • Play-based activities (Boscolo et al., 2012) • Apps where characters come to life (Sessions et al., 2016)
Beliefs	Fostering students' positive self-beliefs.	• Showcase portfolios (Hillyer & Ley, 1996)
	Nurturing functional beliefs about writing, including explicitly communicating the value of writing.	• Authentic writing tasks (Mata, 2011) • Process portfolios (Nicolaidou, 2012)
	Helping students adopt a growth mindset regarding their beliefs about success and failure.	• Writer's workshop enhanced with instruction in self-regulation and growth mindset (Schrodt et al., 2019)
Choice	Providing students with opportunities to **choose**: **what to write**;	• Choices regarding topic and genre (Hall & Axelrod, 2014)
	how to write (choice between paper-based assignments, including letters and posters, and digital assignments, including emails, wikis, and blogs);	• Online blogs (Nair et al., 2013) • Wikis (Li & Chu, 2018) • Posters advertising community events or goods (Teague et al., 2010)
	where to write (allowing students to choose other environments than the school, like home, or digital environments);	• Game-based writing environment (Liao et al., 2018)
	to whom (allowing students to choose other audiences than the teacher, like distant peers, family members, or communities).	• Schoolwide mailing program (Chohan, 2011) • Writing to local and distant peers (Gallini & Zhang, 1997)
Difficulty of the task	Offering tasks that present a certain degree of complexity, but students feel able to face and overcome.	• Challenging writing tasks (S. D. Miller & Meece, 1999)
Environment	Creating positive and supportive writing environments.	• Collaborative writing (Li & Chu, 2018) • Cross-age tutoring program (Paquette, 2008)
Feedback	Providing concrete and supportive feedback.	• Peer-feedback (Seban & Tavsanli, 2015) • Growth-mindset feedback (Truax, 2018) • Student-teacher writing conferences (Snyders, 2014)
Goals	Providing opportunities for students to pursue and achieve personal writing goals.	• Showcase portfolios (Hillyer & Ley, 1996) • Rubrics (Bradford et al., 2016)
Help	Facilitating the writing process.	• Six-stage story structure (Chen & Liu, 2019) • Word-processors (Beck & Fetherston, 2003) • Art-making as motivational entry point (Andrzejczak et al., 2005) • Modelling (Hertz & Heydenberk, 1997)
Instructor	Planning, implementing and evaluating practices that foster students' writing motivation.	• Asking students about their preferences (Jones et al., 2016) • Modeling positive writing attitudes (Zumbrunn et al., 2019) • Cooperating with teaching artists (Lee & Enciso, 2017)

Discussion and implications for classroom practice

Troia et al. (2012) anbefaler "**å gi valgmuligheter så ofte som mulig**" (p. 12).

- **Teacher:** Lærerens **formidlende rolle**
  - ✓ Planlegging
  - ✓ Implementering (tilpasset opplæring)
  - ✓ Vurdering
- **Task:** Skriving er **allsidig**, og skriveoppgaver bør gjenspeile dette
- **Tool:** **Digitale verktøy** ser **ikke** ut til å være en motivator i seg selv

Konklusjon

Elevenes egenrapporterte data: rik datakilde som kan hjelpe oss å forstå hvordan vi bedre kan engasjere elevene til å skrive.

Dette kan være spesielt viktig for denne aldersgruppen, når **elevenes egne forestillinger** kan være **mindre dypt forankret** og **mer formbar**.

Sjekk antagelsene om hva som motiverer elevene
Spør elevene!!!

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