<table>
<thead>
<tr>
<th>Principle</th>
<th>Educational Implications</th>
<th>Example</th>
</tr>
</thead>
</table>
| Classroom tasks affect motivation. | • Present new topics through tasks that students find interesting, engaging, and perhaps emotionally charged.  
• Encourage meaningful rather than rote learning.  
• Relate activities to students' lives and goals.  
• Provide sufficient support that students can be successful. | Ask students to conduct a scientific investigation about an issue that concerns them. |
| The amount of autonomy students have affects motivation, especially intrinsic motivation. | • Give students some choice about what and how they learn.  
• Teach self-regulation strategies.  
• Solicit students' opinions about classroom practices and policies.  
• Have students take leadership roles in some activities. | Let students choose among several ways of accomplishing an instructional objective, being sure that each choice offers sufficient scaffolding to make success likely. |
| The amount and nature of the recognition students receive affect motivation. | • Acknowledge not only academic successes but also personal and social successes.  
• Command students for improvement as well as for mastery.  
• Provide concrete reinforcers for achievement only when students are not intrinsically motivated to learn.  
• Show students how their own efforts and strategies are directly responsible for their successes. | Command students for a successful community service project. |
| The grouping procedures in the classroom affect motivation. | • Provide frequent opportunities for students to interact (e.g., cooperative learning activities, peer tutoring).  
• Plan activities to which all students can make valuable contributions.  
• Teach the social skills that students need to interact effectively with peers.  
• Create an atmosphere of mutual caring, respect, and support. | “Have students work in small groups to tackle a challenging issue or problem for which there is no single "right" answer. |
| The forms of evaluation in the classroom affect motivation. | • Make evaluation criteria clear; specify them in advance.  
• Minimize or eliminate competition for grades (e.g., don’t grade “on a curve”).  
• Give specific feedback about what students are doing well.  
• Give concrete suggestions for how students can improve. | Give students concrete criteria with which they can evaluate the quality of their own writing. |
| How teachers schedule time affects motivation. | • Give students enough time to gain mastery of important topics and skills.  
• Let students' interests dictate some activities.  
• Include variety in the school day (e.g., intersperse high-energy activities among more sedentary ones). | After explaining a new concept, engage students in a hands-on activity that lets them see the concept in action. |