Chapter 16. Scoring and Recognition

There is a body of research which shows that in certain situations rewards for behavior do erode intrinsic motivation. For example, if children are given rewards for performing some behavior which they would gladly do without rewards, some may change their attributions from internal to external. That is, without the rewards they see themselves as performing the behavior because they enjoy it, but when the behavior is consistently followed by rewards they may see themselves as performing the behavior for the reward. Later, when rewards are taken away, they may conclude, "If I was doing it for a reward, and there is no reward now, then there is no reason to perform the behavior." So rewards in some cases can erode intrinsic motivation.

But it is only a very special kind of situation in which this is true. It is a situation in which students conclude the only reason I am doing something is for the reward. If a student is performing a behavior and enjoys it and happens also to receive praise or recognition, the recognition will not necessarily erode intrinsic motivation. The student knows the reward is not the only reason for the behavior. We must be careful not to provide a message to our students that the only reason they are studying or cooperating is for external praise or rewards. If a teacher smiles at, praises, or gives a certificate to a student, that recognition can be perceived as a messages from the teacher to the child: "I really appreciate the work you are doing." And the child may conclude "I get to do what I really enjoy doing, and the teacher supports me too."

If I show a child I am pleased he is eating an ice cream, it will not make him less motivated to eat ice cream in the future. The recognition is not perceived as the only reason to engage in the behavior. Thus, we should design learning tasks as intrinsically motivating as possible -- tasks the students would love to do with or without rewards. Adding rec-

"He who praises everybody praises nobody."
-- Samuel Johnson

"He who praises nobody has taken the research on rewards and extrinsic motivation too seriously."
-- Spencer Kagan

Do rewards really erode intrinsic motivation?

There has been a movement away from rewards, certificates, and even praise in classrooms, based in part on research which has shown that rewards can erode intrinsic motivation. One intelligent man has gone so far as to say, "Verbal reinforcement is worse than nothing, and material reinforcement is worse yet." Before we all play follow the flag waving leader and march right off the end of the pier without life jackets, let's think a bit.
Chapter 16. Scoring and Recognition

ognition or rewards on top of good learning tasks will not necessarily erode intrinsic motivation. And for some students, the rewards will actually increase intrinsic motivation.

There is a body of research which shows that rewards can actually increase intrinsic motivation. In situations in which the rewards motivate students to engage in behaviors they otherwise would not, when later tested some show increases in intrinsic motivation -- they have found rewards in the behavior on their own. In this case the rewards have provided the incentive to get involved in the task, and once involved the students discover rewards intrinsic in the task.

If we ask how rewards actually work in classrooms there is plenty of support for using them. There is not a single study showing that in the context of a real classroom praise for academic accomplishments or prosocial behavior actually decreases those behaviors. In contrast, most of the research in cooperative learning which has consistently shown academic and prosocial gains has included teacher and/or peer reinforcement in the form of praise, rewards, certificates or grades. If praise and rewards are so bad, why have they been consistently associated with academic and social gains in cooperative learning classrooms?

This is not a plea for massive use of rewards. In fact, I do not use any points or certificates or rewards when I do demonstration lessons. It is a plea only for not abandoning a powerful tool which many teachers find useful.

There has been a pendulum swing both in cooperative learning and in education as a whole. The pendulum has swung away from what is now called "drill and kill" toward constructionist views. Skinner, practice worksheets, high-consensus content, convergent thinking, and rewards, are out; Piaget, non-evaluated experimentation, low-consensus content, divergent thinking, and self-evaluation are in.

I like the movement. I designed Co-op Co-op for use in my own classes at the University of California, in 1972 in part because it allowed students to choose studies in their own zone of proximal development. Instead of completing teacher-directed assignments in order to receive a grade, students began researching in order to acquire personally meaningful knowledge. The motivation was to satisfy one's own curiosity and to have something of worth to offer others, not just obtaining a grade.

I believe that we should, to the extent possible, design learning experiences which are intrinsically interesting, and which students would find a joy to do whether or not they received a reward or praise from the teacher. On the other hand, I know that improvement scoring and formal recognition of improvement in the form of points, class thermometers, and recognition ceremonies work very well to motivate some students, and we should explore all tools which enhance learning and development. There are many, many teachers who have reported to me that once they put in place improvement scoring and coupled it with a class thermometer, they have seen very dramatic improvement among certain students -- in many cases improvement beyond what the teacher thought possible!

If praise and rewards are so bad, why have they been consistently associated with academic and social gains in research investigating cooperative learning classrooms?

Spencer Kagan: Cooperative Learning©
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Strategies for Rewarding Students: From Droyffy, 1998

That rewards are more effective if you follow a few general guidelines. However, while we disagree with Kohs's conclusion that rewards are ineffective and controlling, we would suggest rewarding students for activities that are intrinsically motivating can decrease their motivation to engage in those activities. Rewarding students can have adverse impact on subsequent motivation. If someone argues that extrinsic rewards can be effective than punishing bad behavior or low achievement, however, extra rewards need to be used carefully; since even extrinsic motivations can be effective. As a general rule, positively reinforcing good behavior or high achievement is more effective. Sometimes found the student into action. However, using rewards and punishments effectively in art. Sometimes using intrinsic motivation to do well, using extrinsic motivations such as rewards or punishments can

Intrinsically and extrinsically rewarding for our students, we must find a way to make school both enjoyable and rewarding. (e.g., salary and prestige). As extrinsic rewards (e.g., salary and prestige) and intrinsic rewards (e.g., interest and enjoyment) and extrinsic rewards (e.g., salary and prestige). As extrinsic rewards (e.g., salary and prestige), the extrinsic to which actions are self-determined to the extent in which actions are controlled by reward and extrinsic motivation are not opposing concepts but rather recent theories suggest that intrinsic and extrinsic

Tips for Rewarding Students for Good Performance

(Extrinsic and Intrinsic Motivation)
Behavior. Therefore, rewards can be a great "quick fix" but they are rarely a long-term solution.

Therefore, rewards can be effective in the short run. However, when you stop giving the reward, you are likely to stop seeing the desired behavior. Ideally, if you can design a system where a behavior is naturally reinforcing, you will have the best long-term outcomes. However, sometimes it may be necessary to offer "carrots," for particular achievements. This concept is known as the carrot-and-stick method. Rewards are given for specific behaviors or outcomes rather than being natural outcomes of the desired behavior.

Rewards are often used in schools and other settings as a way to motivate students to perform well. However, rewards can be either positive or negative. Positive rewards are those that are given for good behavior, while negative rewards are those that are taken away for bad behavior.

Rewards can be very effective in motivating students to perform well, but they should be used with caution.过高 frequency of rewards can lead to a decrease in intrinsic motivation. Therefore, it is important to balance the use of rewards with the development of intrinsic motivation.

General Guidelines:

1. Rewards should be used as a supplement to intrinsic motivation, not as a replacement. They should be used to reinforce positive behavior and provide incentives for improvement.
2. Rewards should be specific and tied to clear goals.
3. Rewards should be appropriately matched to the behavior they are intended to reinforce.
4. Rewards should be consistent and fair, and should be given consistently.
5. Rewards should be撤销 quickly, as students should learn to value performance and independence.

Final Note: Remember, what may seem like it would be motivational to one person can actually be anti-motivational for another. The key is to find a balance and to understand the needs and preferences of each individual.
behavior, she'd been hoping to cultivate.

So in effect, what Mrs. George had intended as positive reinforcement turned out to be serious disincentive for him.

never to answer a question correctly or loud after that.

thought that he'd been made to look like the teachers pet and would be alienated by his newfound friends. He vowed

empathetically. Cole was mortified. He blushed and ducked his head and felt more embarrassed than he had in months. He

in his own abilities. asked him a direct question in class. When Cole responded correctly, she praised him publicly.

Then one fall day, Mrs. George, who had been waiting for opportunities to help Cole feel successful and more confident

grow, she finally started to feel like "one of the guys."