

UNIVERSITY OF
BIRMINGHAM



THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES
10TH ANNIVERSARY YEAR

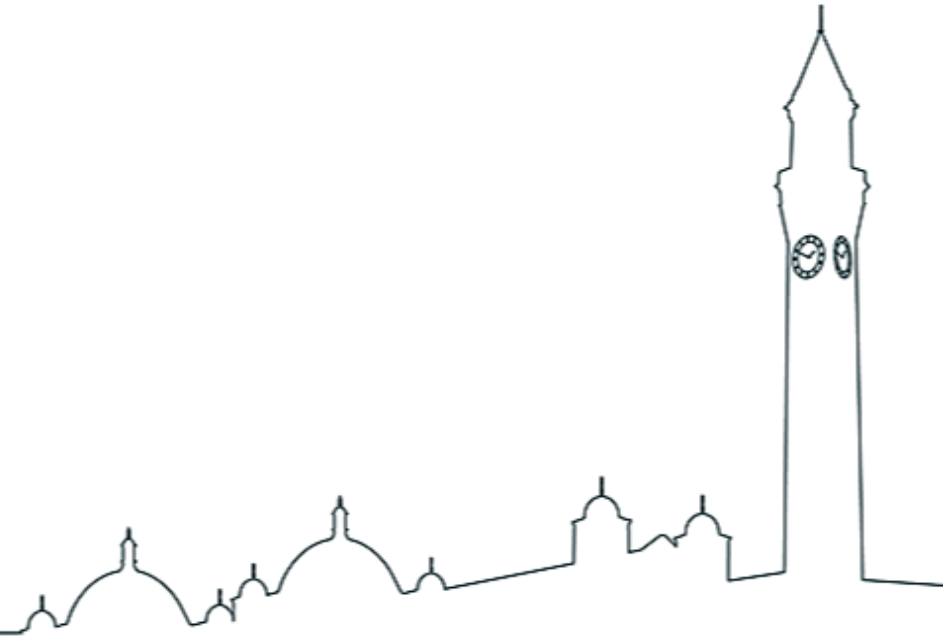
Intrinsic Motivation via Extrinsic Rewards

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MA Character Education



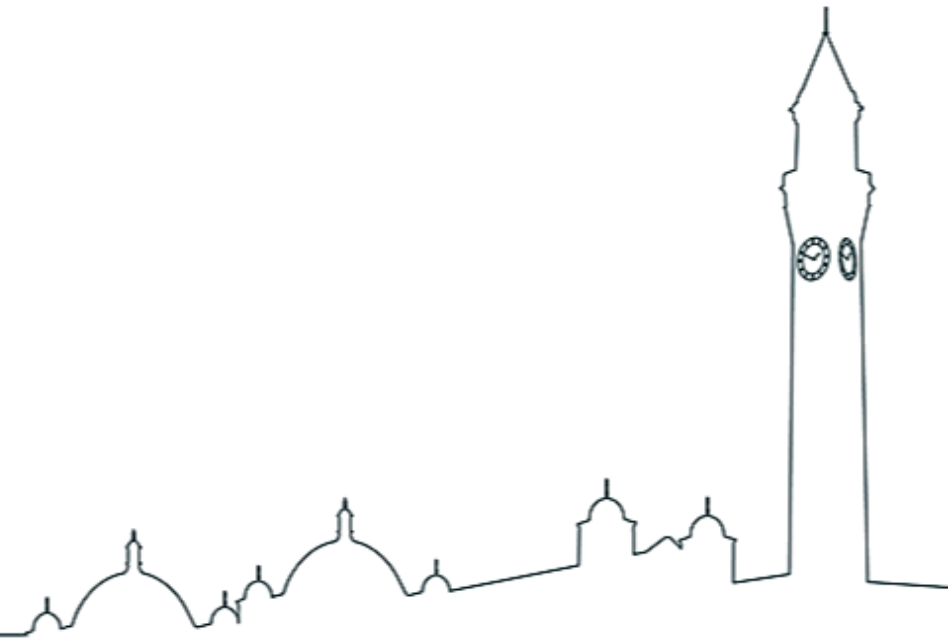


Background & Rationale



Character education intervention

- ⌚ A new activity designed to help young people develop virtues (Intro to Unit 1; Jubilee Centre, 2022)
- ⌚ Components of virtue: perception, emotion, desire, **motivation**, behaviour, style (Kristjánsson, 2017)



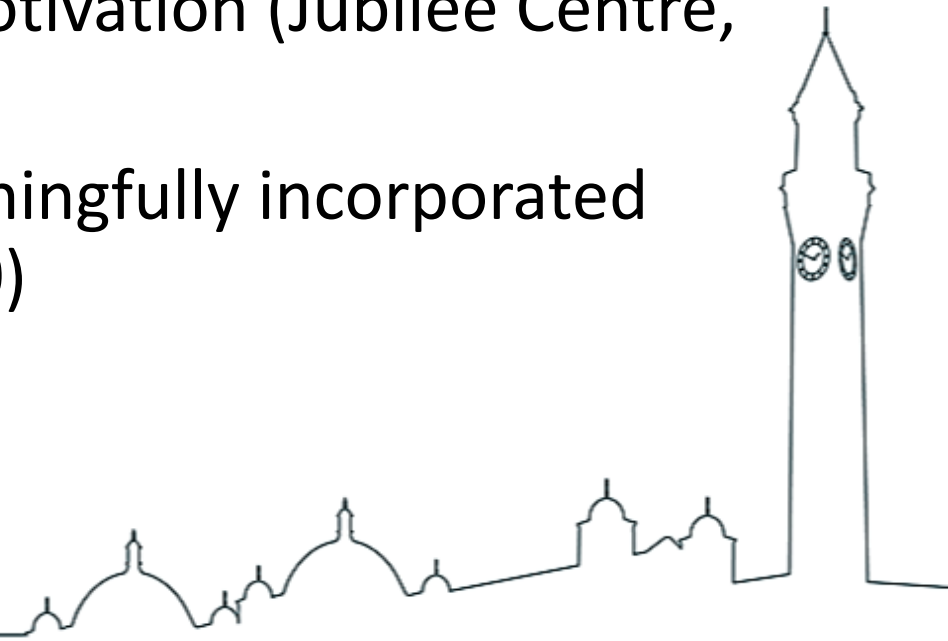
Motivation: intrinsic / extrinsic

- ⑩ Intrinsically motivated behaviours – performed for their inherent satisfactions, e.g. feelings of enjoyment
- ⑩ Extrinsically motivated behaviours – instrumental for some separable outcome, e.g. an external reward (Ryan & Deci, 2000; 2017)
- ⑩ Perceived locus of causality (PLOC): *internal* for intrinsic motivation; *external* for extrinsic motivation (de Charms, 1968; Ryan & Deci, 2017)



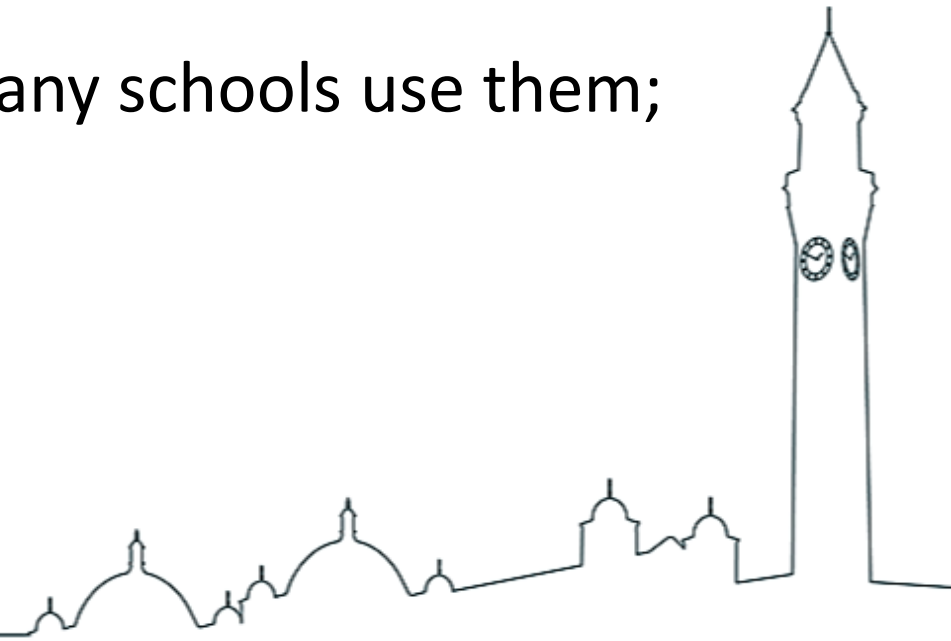
Intrinsic motivation and character

- ⊗ An act is virtuous only if it is chosen for its own sake (Aristotle, 2004; Curren, 2014)
- ⊗ The goal of character education is for students to internalise values and motivations (Berkowitz & Bustamante, 2013)
- ⊗ Neo-Aristotelian model: Plan A – intrinsic motivation (Jubilee Centre, 2022)
- ⊗ Intrinsic motivation measures could be meaningfully incorporated into virtue measurement (Wright et al., 2020)
- ⊗ What about extrinsic motivators?



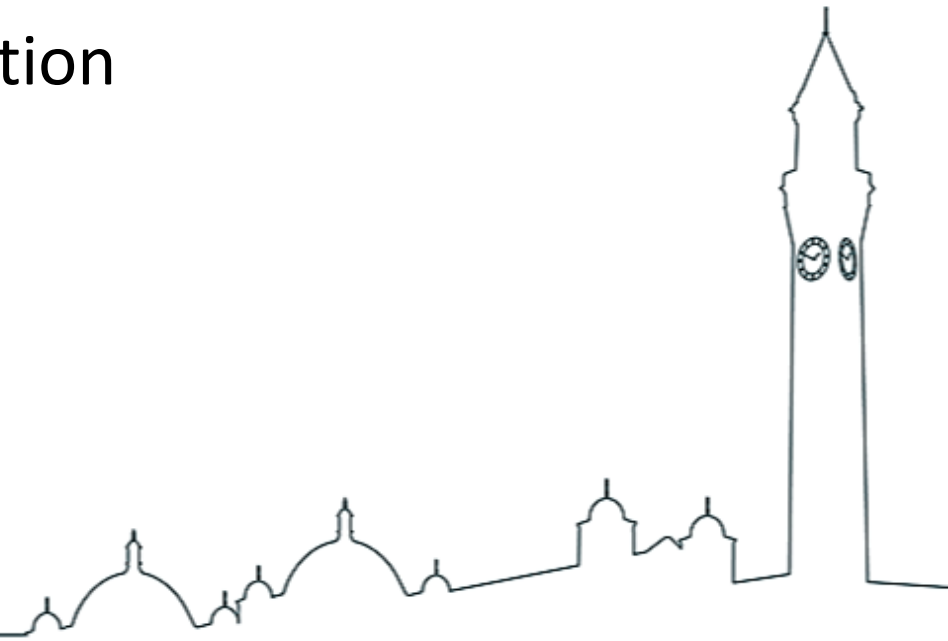
Recent debate on external rewards

- ⊗ Pupils (especially younger pupils) may behave in virtuous ways because of the initial promise of a reward, but through the process come to realise the satisfaction associated with it (Watts et al., 2021)
- ⊗ Rewards often undermine the internalisation of virtues (Berkowitz, 2022)
- ⊗ Rewards can play a role in internalisation; many schools use them; more research is needed (Watts et al., 2022)



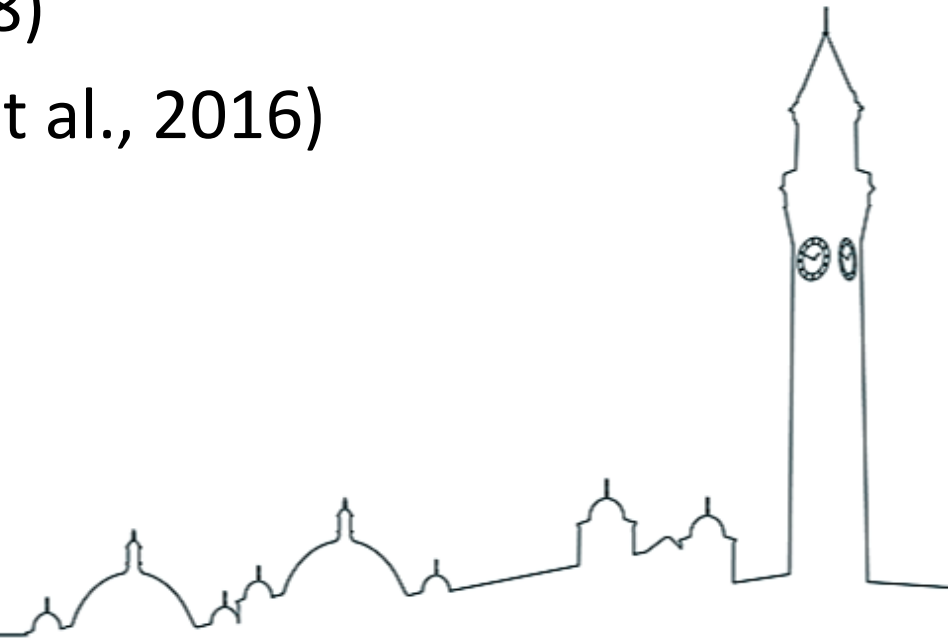
High stakes

- ⊗ Rewards undermine character development (Berkowitz, 2022)
- ⊗ Many schools use rewards (Watts et al., 2022)
- ⊗ Dilemma for character educationists:
 1. Denounce rewards and alienate many schools; or
 2. Permit rewards and dilute character education



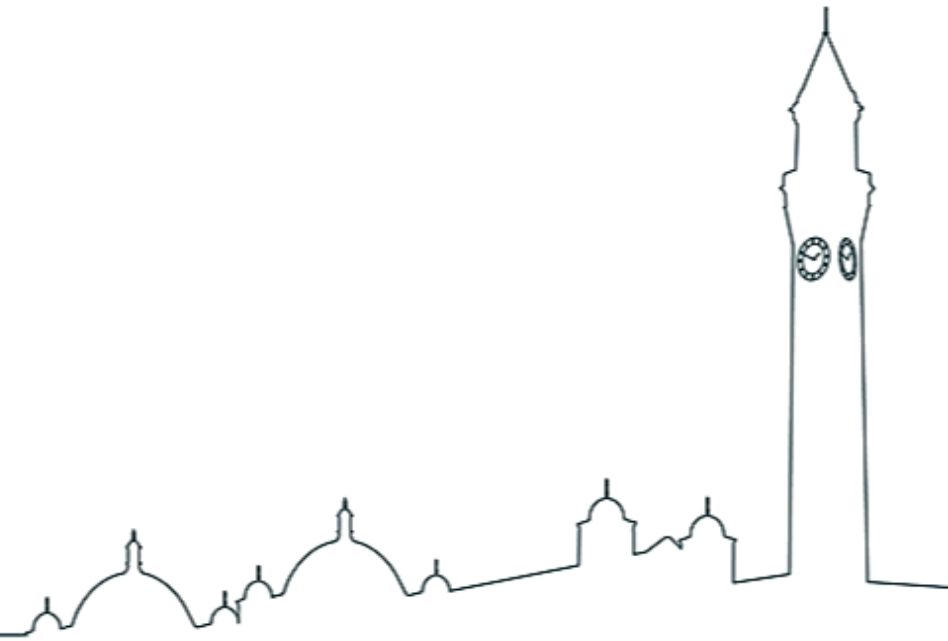
Research to date

- ⊗ Rewards undermine intrinsic motivation (Deci et al., 1999)
- ⊗ Rewards can prompt a shift in PLOC from internal to external (Ryan & Deci, 2017)
- ⊗ Rewards undermine intrinsic motivation to engage in helping in young children (Warneken & Tomasello, 2008)
- ⊗ Negative effects can be contagious (Gubler et al., 2016)
- ⊗ Caveat



A gap?

- ⊗ Rewards can have a negative effect on those who are intrinsically motivated
- ⊗ What about those who are *not* intrinsically motivated?



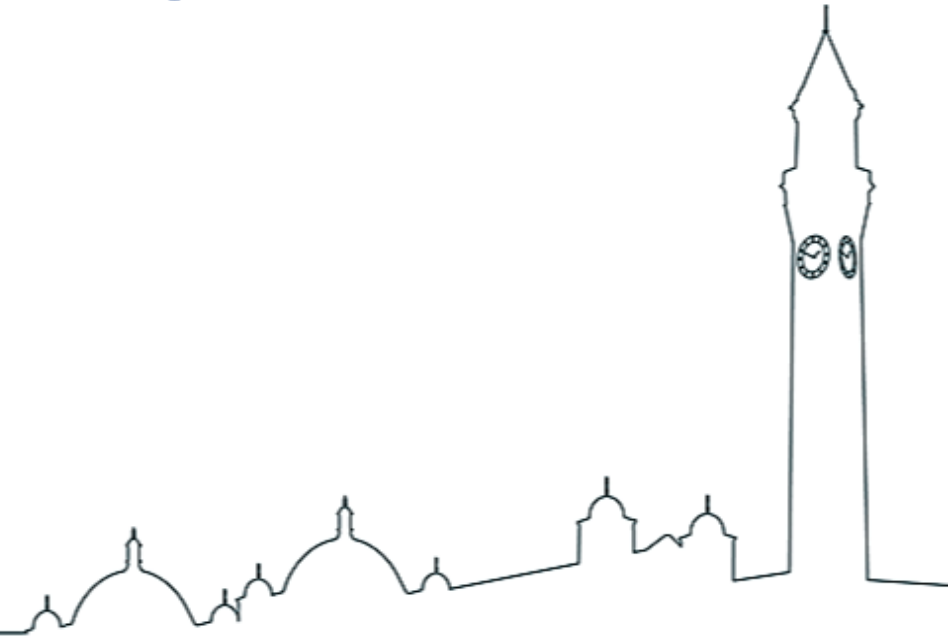
Preliminary theory and hypothesis

- ⊗ Rewards might have positive effects when children's motivation is very low (Warneken & Tomasello, 2008)
- ⊗ The attractiveness of some activities only becomes apparent after prolonged engagement with them (Lepper et al., 1973)
- ⊗ If PLOC can shift in one direction, why not the other?
- ⊗ The inherent satisfaction of a virtuous activity might prompt an internal shift in PLOC in those who are extrinsically motivated
- ⊗ *Rewards as a lure*





Intervention Design



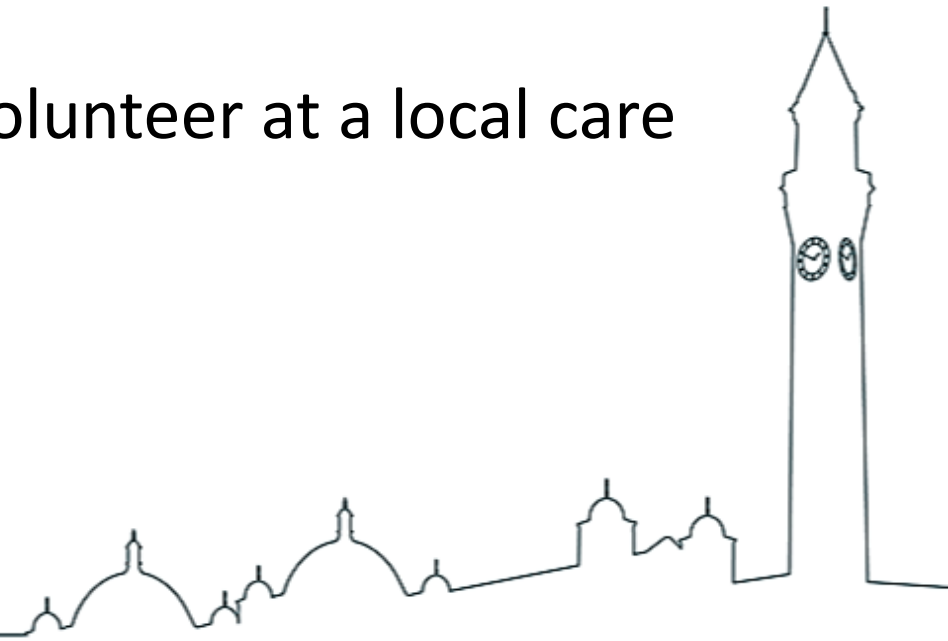
Barr's Hill School (Coventry, UK)

- ⊗ Inner city school operating in a challenging social context
- ⊗ PRIDE: Proactive, Responsible, Inquisitive, Determined, Engaged
- ⊗ Responsible: honest, kind, considerate, brave, respect, gratitude
- ⊗ PRIDE points



A virtuous activity

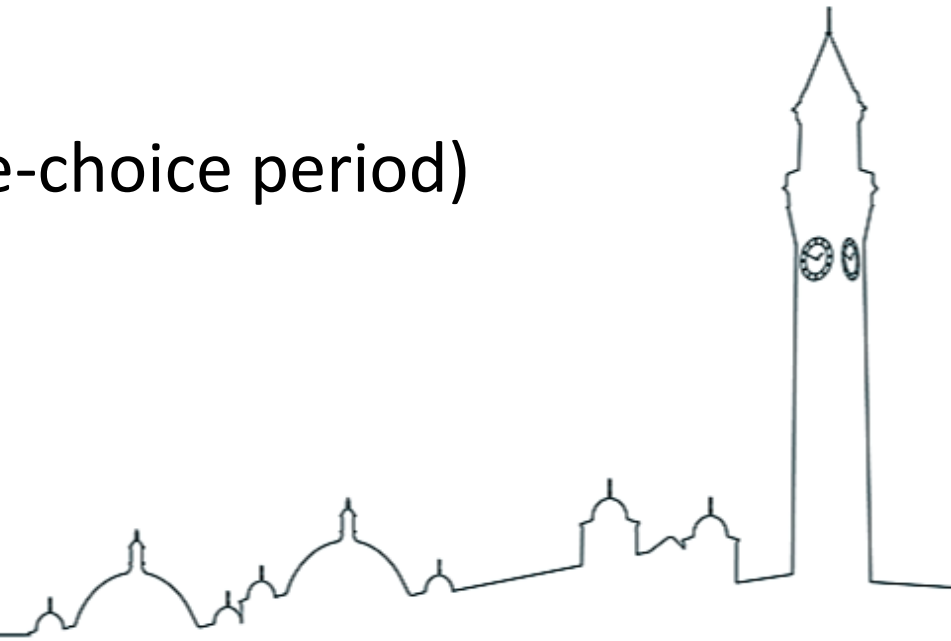
- ⊗ Visiting a care home and spending time with residents
- ⊗ A *civic* virtue, viz. *service* – a commitment to and working with others (Jubilee Centre, 2022)
- ⊗ Double benefit: students develop character and benefit the community (Arthur et al., 2017)
- ⊗ East Norfolk Sixth Form College – students volunteer at a local care home (Arthur et al., 2017)





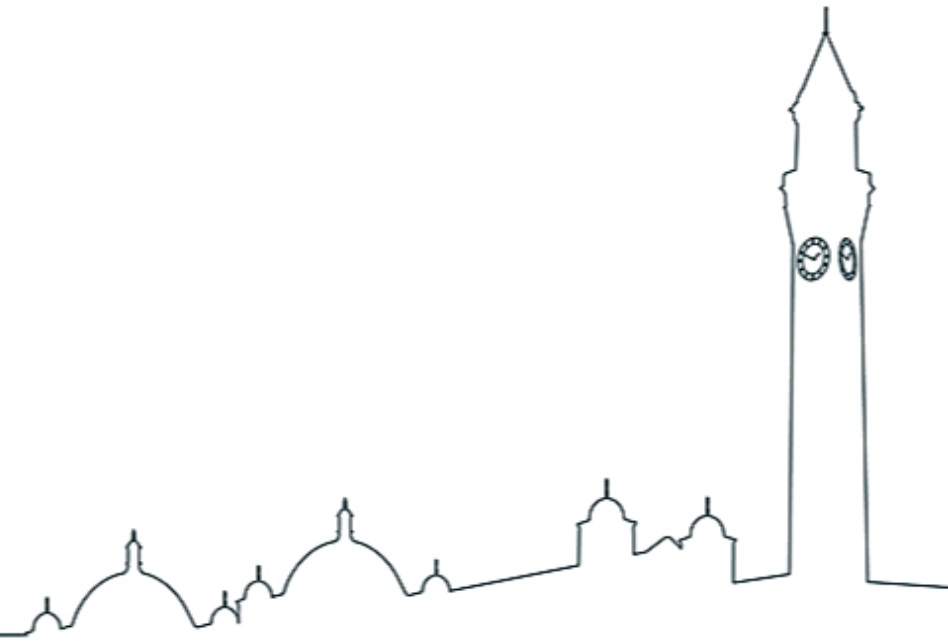
A virtuous activity (specifics)

- ⊗ Lammas House Residential Care Home, Coventry
- ⊗ Minibus
- ⊗ After school
- ⊗ 30 minutes
- ⊗ Once a week
- ⊗ 6 weeks with rewards; 6 weeks without (free-choice period)



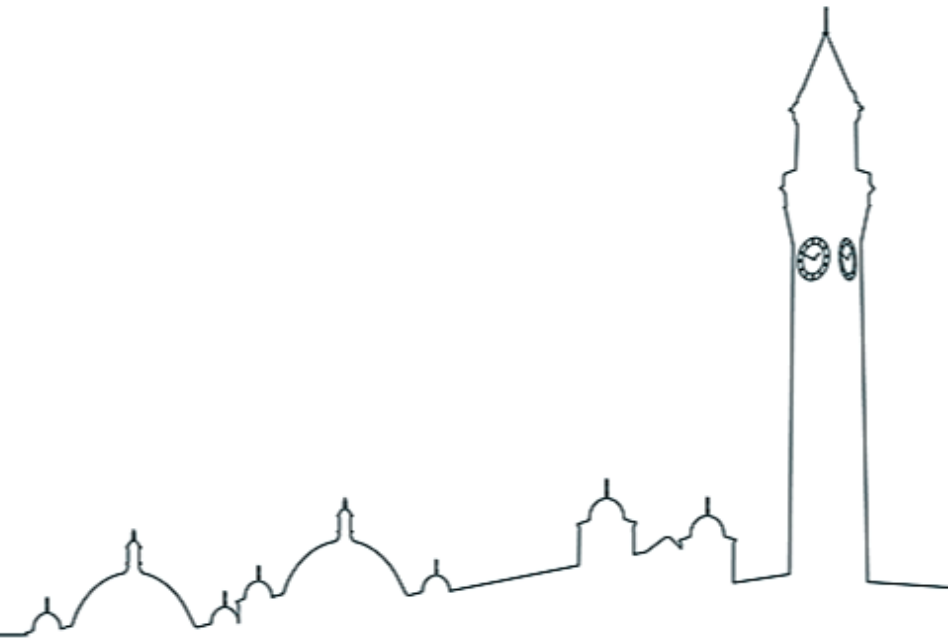
Control activity

- ⊗ Morally neutral busywork
- ⊗ Maths activity
- ⊗ Ran concurrently



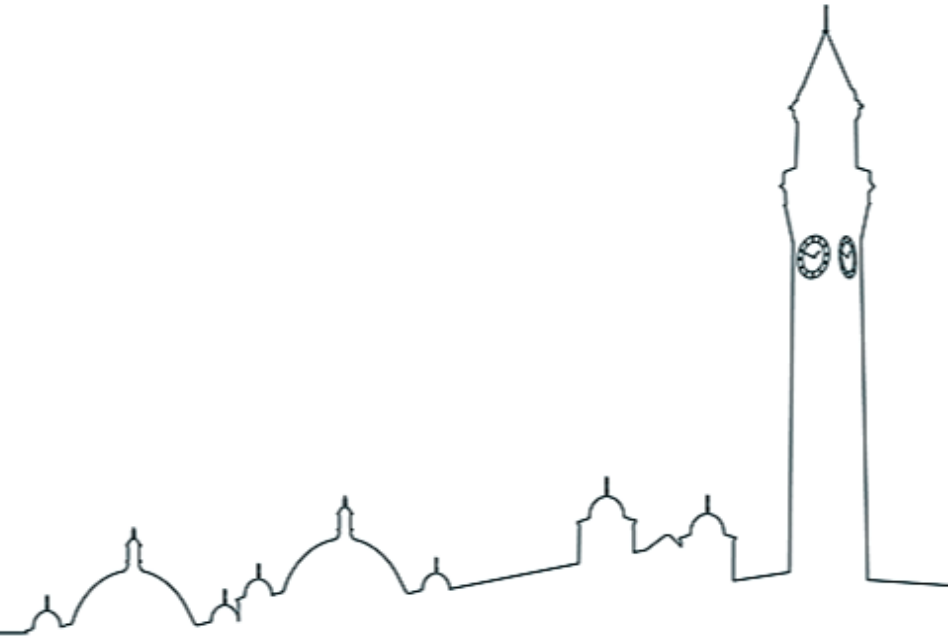
Excluding intrinsically motivated students

- ⊗ Recruit from Year 7 – “younger pupils” (Watts et al., 2021)
- ⊗ Explain virtuous activity [A1] to students
- ⊗ “So, who would like to go?”
- ⊗ Students who volunteer at this stage would be excluded from the study
- ⊗ Repeat for control activity [A2]



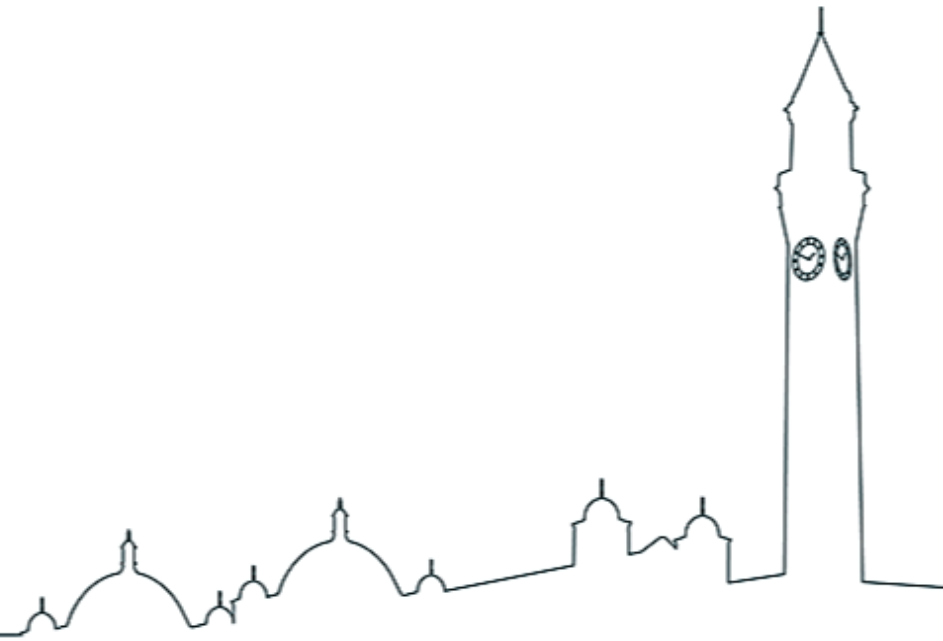
Recruiting extrinsically motivated students

- ④ “Oh, I forgot to mention, each time you engage in one of these activities [A1 or A2], you will be awarded 50 PRIDE points...”
- ④ “... on the condition that you engage on all six occasions.”
- ④ Recruit 32 students



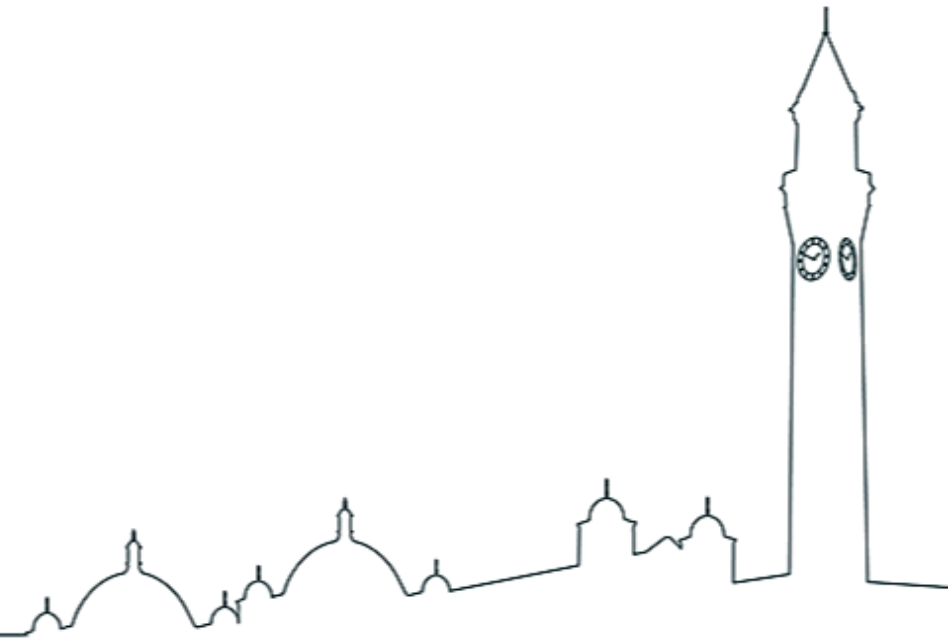


Evaluation



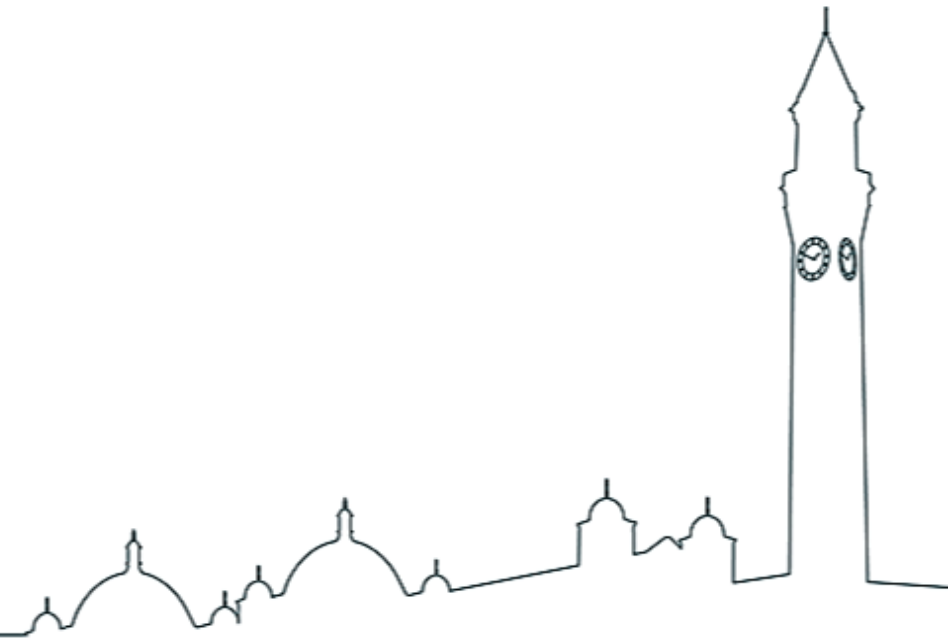
Randomised controlled trial

- ⊗ The “gold standard” (Harrison et al., 2016)
- ⊗ Need greater understanding (Arthur et al., 2014b)
- ⊗ Increasingly required by funders (Cook, 2012)
- ⊗ Present study: students randomly assigned to A1 (intervention) or A2 (control) – 16 students in each group



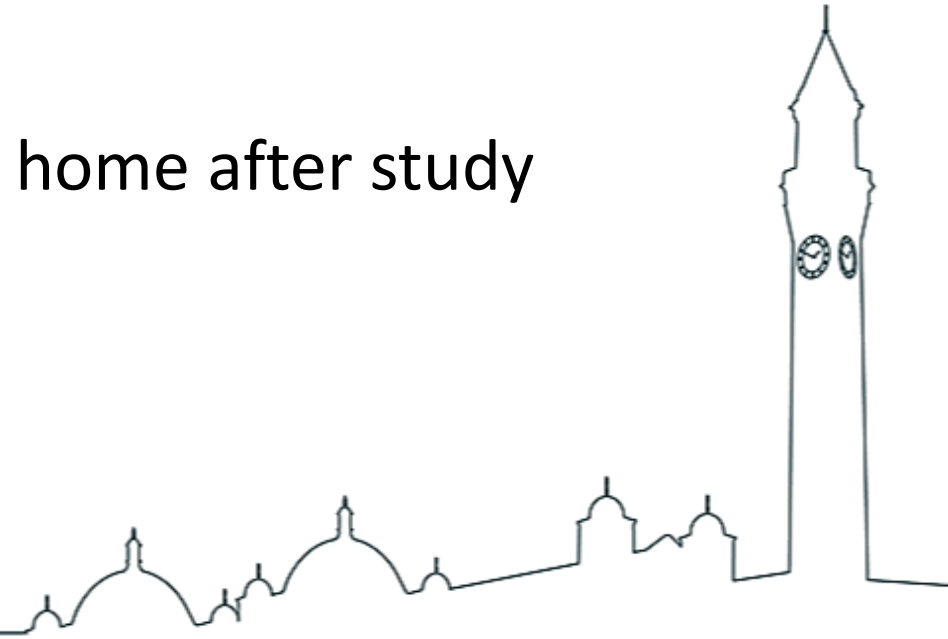
Measurement and analysis

- ⊗ DV: intrinsic motivation – measured via the number of times students engage in A1 or A2 during 6-week free-choice period (Deci, 1971; Warneken & Tomasello, 2008; Ryan & Deci, 2017)
- ⊗ IV: activity – A1 or A2
- ⊗ Between-subjects design
- ⊗ Independent t-test



Ethics

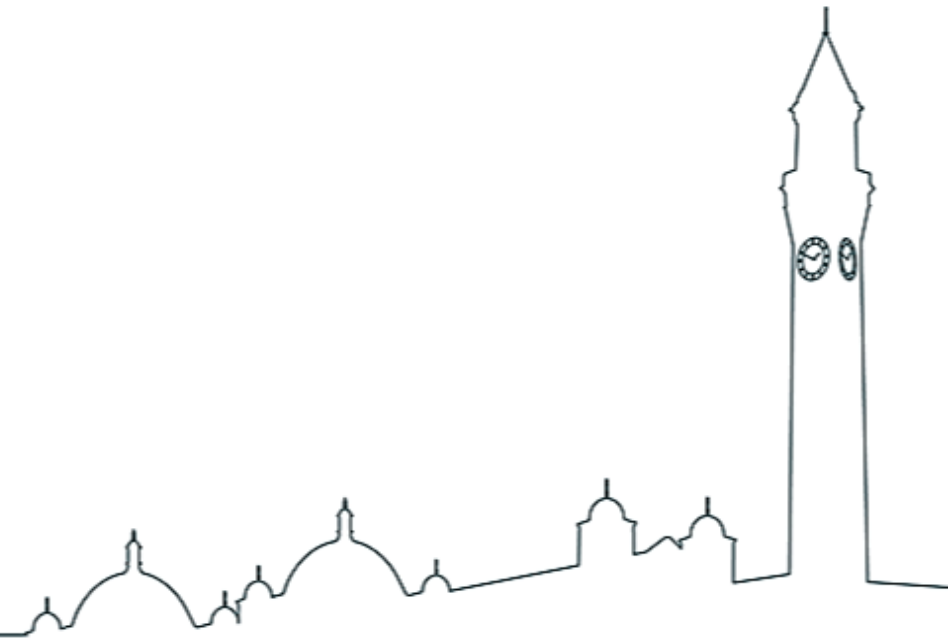
- ⊗ Approval by UOB Ethics Committee
- ⊗ Permission from headteacher and care home
- ⊗ Letters to parents
- ⊗ Include data based on consent sought afterwards
- ⊗ Students can withdraw at any time
- ⊗ Control group given opportunity to visit care home after study
- ⊗ Effect on intrinsically motivated students?





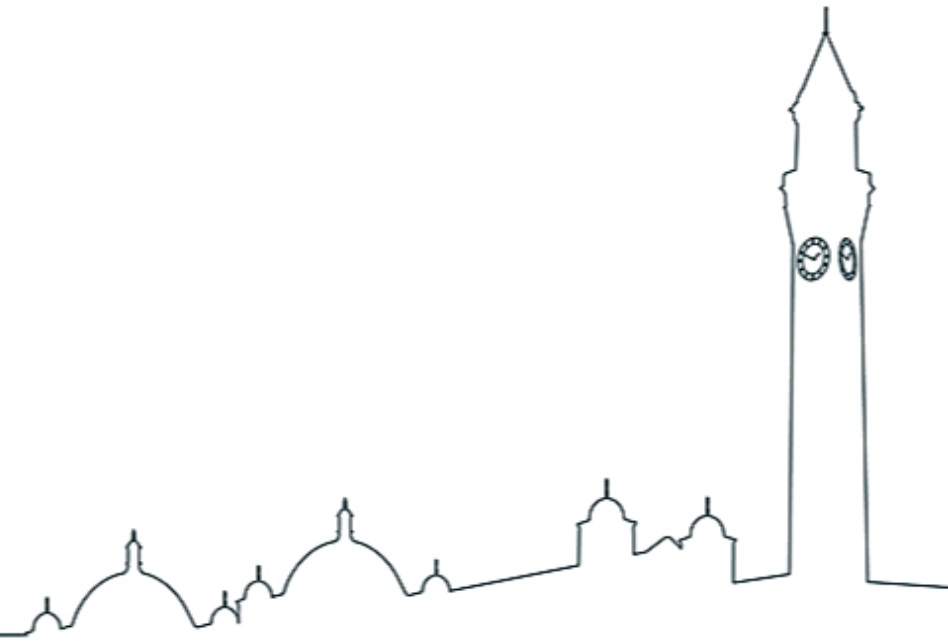
Strengths

- ⊗ Motivation subsumes most other components of virtue
- ⊗ No reports
- ⊗ Action, not theory
- ⊗ Little risk of contamination
- ⊗ Students randomly assigned
- ⊗ Time frame



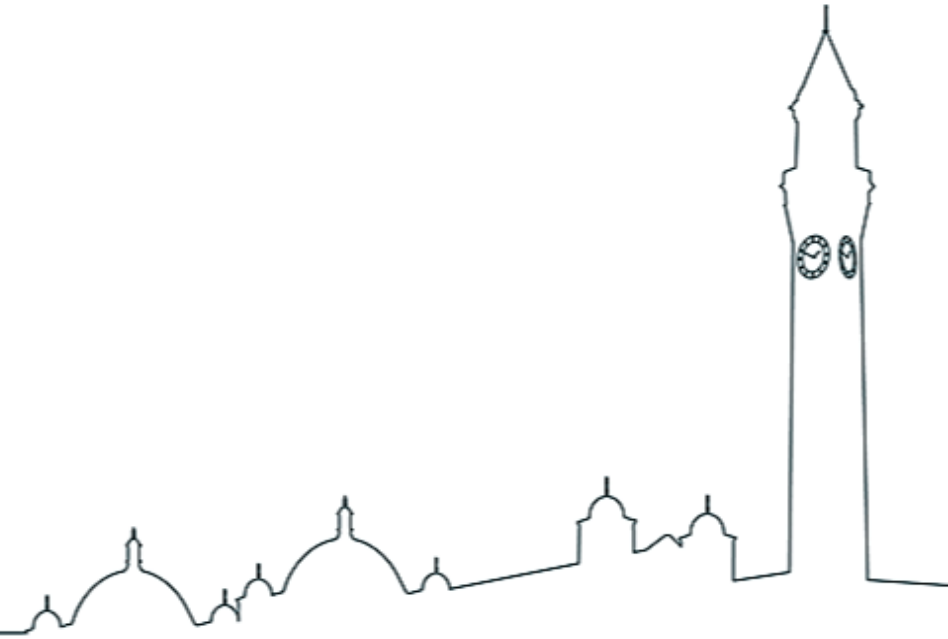
Limitations

- ⊗ Inherent satisfaction of virtuous activity could be crowded out
- ⊗ Small sample size



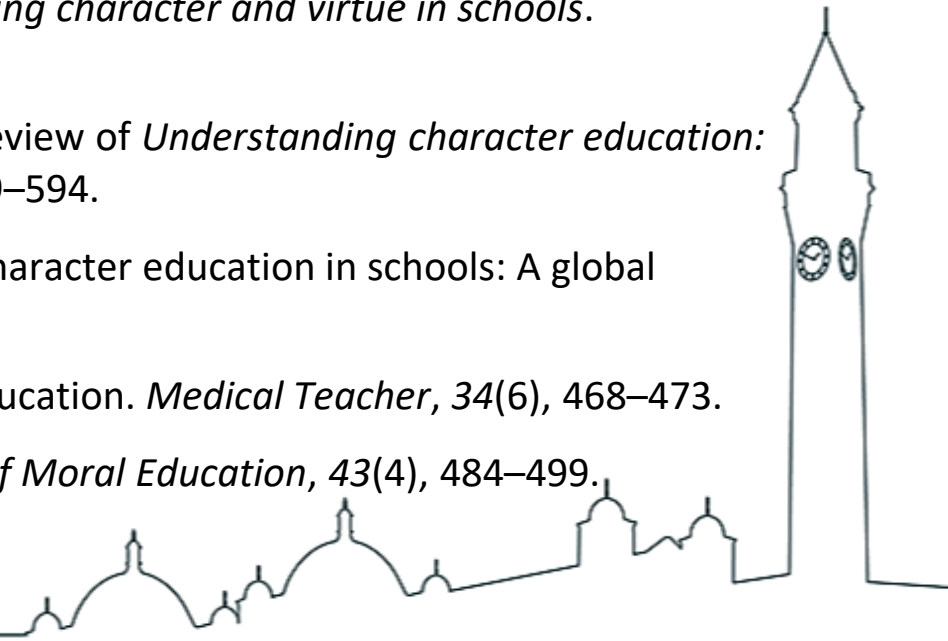
Next steps

- ⊗ Bigger sample size
- ⊗ Minimally sufficient rewards (Ryan & Deci, 2017)
- ⊗ Duration/intensity
- ⊗ Reflection (Arthur et al., 2014b)
- ⊗ Other virtues



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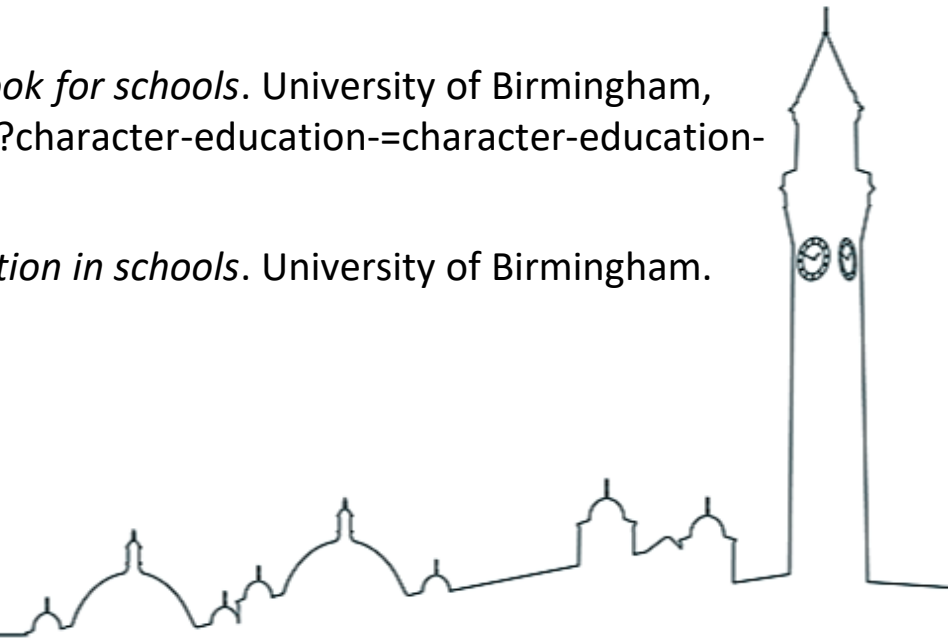
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