Does California's scripted curriculum affect students' motivation to read

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Abstract
This thesis looked at the effects of California's adopted scripted learning programs on students' motivation for reading. There is much research about the efficacy of these types of one-size-fits-all programs, which claim to be on scientific research.

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Motivation amongst students is a dynamic subject. It seems that peer led activities that enhance learning play a crucial role in motivation though it has not been fully investigated. However, boys had higher intrinsic motivation for math than girls did. Those working in the field of motivation argue that its importance as an educational outcome stems from its relationship to achievement and performance in a variety of domains. In third grade, both types of motivation predict reading achievement, whereas intrinsic motivation alone predicts math achievement.

1. Can teacher affect how students perceive the course material? 2. Do students rate enthusiastic teachers higher? 3. What is the influence of teacher's enthusiasm upon students? Since teachers can affect how students perceive the course materials, it has been found that teachers who showed enthusiasm towards the course materials and students can affect a positive learning experience towards the course materials. On teacher/course evaluations, it was found that teachers who have a positive disposition towards the course content tend to transfer their passion to receptive students. These teachers Factors influencing college students' motivation to learn from students' perspective. Education,132 (2), p.379. Redefining Motivation in FLA and SLA. Interpretation of the data revealed that participants had contradictory affective reactions to curriculum change since they approved of some aspects of change but were disturbed by other aspects. Their feelings evolved with time to become more positive as they became more familiar with the new curriculum. A considerable number of the participants had low morale as they perceived their role in curriculum change as marginal, inferior and passive. Many teachers felt they did not have a voice due to issues of hierarchy and control.