

Promoting Adaptive Help-Seeking in the Classroom

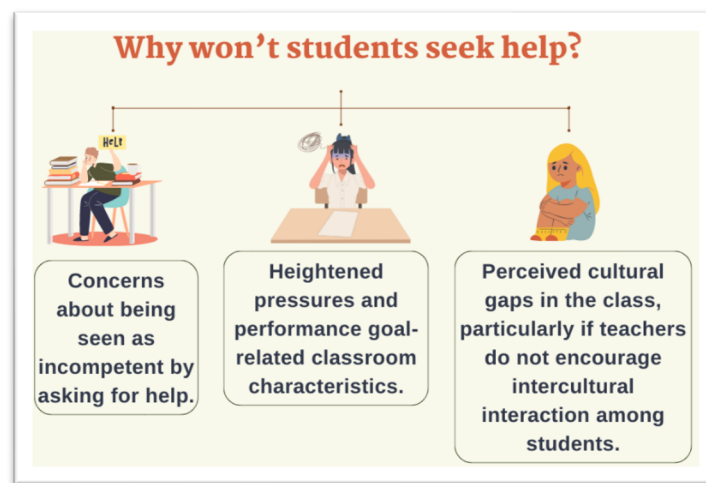
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What is adaptive help-seeking?

Adaptive help-seeking refers to an action of requesting assistance that both enhances the likelihood of immediate success (e.g., solving a math problem) and minimizes the need for help in the future (e.g., by learning how to solve such problems).

Why is adaptive help-seeking important?

Adaptive help-seeking can provide short-term stress reduction and the long-term development of healthy self-system resources (e.g., self-efficacy, self-reliance, and perceived control), which are essential for coping with future academic difficulties.



How can teachers promote adaptive help-seeking in the classroom?

- Respond to requests with hints and relevant instruction rather than direct and controlling answers. This will help students to accomplish difficult tasks and learn that questioning is an effective academic strategy.
- Demonstrate that uncertainty in learning can be tolerated. Emphasize to students that there's no "bad" or "dumb" questions.
- Encourage students to go back to an incorrect problem and offer additional guidance to help them re-solve it. This will help them determine if they need further assistance.
- Help students set and monitor their personal goals. Interact with them personally and stay attuned to their goals. Take students' perspective regarding academic tasks and guide their learning accordingly.
- Involve parents in encouraging students to seek assistance, particularly if students are too shy or hesitant to ask questions in class.

Resources

Anderman E. M. & Anderman L. H. (2009). *Psychology of classroom learning: An encyclopedia*. Macmillan Reference USA/Gale Cengage Learning.

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