Engage Your Learners Inside the Classroom: Enhancing Motivation

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Agenda

- Socio-constructed motivation
- Wlodkowski's (2008) motivational conditions
- Presenter examples
- Group collaboration on learning activities
- Combining conditions into one lesson
- Reflection

Definitions

- Socioconstrucivism "acknowledges the impact of collaboration, social context, and negotiation on learning" (Wlodkowski, 1999, p.67)
- Therefore, the instructor is an important contributor to student learning.
- But motivation is intrinsic.
- So, how do you motivate them to learn?

- By creating environments that challenge students to be their best through motivational strategies which stimulate or create a motivational condition.
- Wlodkowski draws on the theories of Piaget, Vygotsky, Gardner, Astin, Bandura, Freire, Tinto, Rendon, Brookfield, Langer, and others to present classroom strategies that can create motivational conditions.

Motivational Conditions that Enhance Adult Motivation to Learn

- Establishing inclusion
- Developing attitude
- Enhancing meaning
- Engendering competence

Establishing Inclusion

- Focus on respect & connection
- Strategies include: negotiated rules and norms; opportunities to learn about one another, equitable attention from instructor; creating a culture of respect; opportunities to learn from one another in collaborative environments

Inclusion Through Lit Circles

- From Daniels (1994) Literature Circles: Voice and Choice in the Student-Centered Classroom
- Investigative or inquiry-based activity accomplished through collaboration and cooperation
- Beyond just putting them in groups and tasking them this requires positive interdependence and individual accountability.
- Instructor monitoring and negotiating is a very important aspect of successful cooperative lessons.

Lit Circles

- Varying roles: discussion director, summarizer, illuminator, connector, illustrator, character captain, word watcher, etc.
- Each role is given a handout to fill out as homework. Then once they return to class have them grouped according to ROLE and check their work.
- Then have them meet as their diversified groups where the discussion director walks them through the process.
- Can be done once with a small excerpt (to focus discussion) or repeatedly with one chapter or several (to cover an entire text or novel).

Developing Attitude

- Focus on modeling a positive attitude and intrinsic purpose toward learning
- Strategies include giving students a choice about: how to learn, what to learn, who to with, how to solve emerging problems, how learning will be assessed, and if they believe they have accomplished that learning.

Attitude Through Mindmaps

- Having students to create mindmap style notes for their connected course makes the learning of a new note taking style very relevant.
- These mindmaps allow students the choice and control to create a model that reflects a unique set of relationships.
- Mindmaps utilize a keyword or image at the center with everything extending outward.

Example

KINGDOM
MONERA 1
one is called
consists only of
bacteria 2
are unicellular organisms with no membrane bound nucleus, which makes them
3 procaryotic
are also classified by whether they are
intracellular or extracellular
classified by
cell wall, shape, and genetic sequence
CLASSIFICATION
of living things begins with determining the
Helminths 9
Of nonliving things leads us to a group called
VIRUSES 4
are classified by their
HOST RANGE
NUCLEIC ACID
STRUCTURE
are viruses that have RNA for their
retroviruses
PROTISTA 10
two is called
11 protozoa
all exist in the form of
trophozoites
may exist as
cysts
are classified by
Method of movement
consists of unicellular
three is called
MYCETEAE 7
are all
eukaryotic
consists of
four is called
ANIMALIA 8
are members of the Kingdom
consists of multicellular, eukaryotic
animals
fungi 5
cause diseases known as
mycoses
have a cell wall made of
chitin
are also classified by
are classified by their
growth form
the type of disease (they cause)
may be
yeast
mold
is
unicellular
multicellular
may be
Superficial or deep

Enhancing Meaning

- Focus on challenging students to go beyond surface thinking
- Strategies include: critical questioning, opportunities for inquiry, eliciting and probing for high quality responses, provide multiple safety nets, and applications of learning such as role-playing, case studies, and scenarios

Meaning Through Drafts

- By providing draft opportunities for larger papers (that are ungraded or worth low point values) you can enhance the ability of the student to write in a safe and low-risk environment.
- The generous comments you give can enhance their ability to critically engage with the draft to improve it.

Engendering Competence

- Focus on helping students build feelings of self-efficacy towards learning
- Strategies include: communicating clearly about the purpose, expected outcomes, and assessment methods of a learning task; ensuring that a diversity of competencies is valued; opportunities for self-assessment; and that individual accomplishments are identified.

Diversity of Competencies Through MI

- Multiple Intelligences provide students the opportunity to not only self-assess, but appreciate their unique strengths.
- MI include: verbal, logical/mathematical, spatial/visual, kinesthetic/bodily, musical, interpersonal, intrapersonal, and natural

- By introducing the concept and then allowing students to choose projects based on their strength area furthers their feelings of competence and self-efficacy.
- This project shows that a book can be explored in a variety of ways by giving options via Blooms and MI: http://www.kurwongbss.eq.edu.au/thinking/bloom/investigate%20a%20book%20the%20blooming-smart%20way.doc

- Verbal: write a new ending to the book
- Logical: If the answer is..... Write 5 questions for each answer.
- Spatial: Design an all new board game relating to your book.
- Bodily: Design a dance or mime which displays your understanding
- Musical: Write a song or nursery rhyme with the same title as the book
- Interpersonal: Devise an educational campaign to promote reading. Mention your book as an example for students to read.
- Intrapersonal: Explain what you are still confused about or don't understand from the book.
- Natural: Collect material from nature to create a picture/ scene to compliment your book. Write about the process you undertook and why you chose the picture.

Now Your Turn

- In groups please divide and conquer the different conditions:
  - Establishing inclusion
  - Developing attitude
  - Enhancing meaning
  - Engendering competence
- Brainstorm some activities that you use in the classroom that you would like to share with the group.

Group Generated Teaching Techniques: Establishing Inclusion

- Daily updates/news from students
- Prize for being able to name everyone in the class after the first day
- Have students sort themselves by something (alpha name, birthday, etc) Up the challenge by having them do it silently.
- Creating a judgment free zone to bring a hot topic to class-- rotate?
- Did you know? BINGO
- Uncommon commonalities activity: http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/CooperativeLearning/index.html#uncommon
- Speed dating (and maybe a debrief about what you didn't get a chance to say)

Group Generated Techniques: Developing Attitude

- Music to set the stage (vary it up, surprise them, you tube clips of music making-- monks?)
- Simple truths movie-- and discussion
- Starting class with inspirational quote and discussion around it
- Last Lecture
- Turn left and turn right-- make a commitment and then follw up to see how they support one another
- Have them ID their skills-- their strengths
- StrengthQuest or some other strength based assessment
- Setting up competitions to have them push one another

Group Generated Techniques: Enhancing Meaning

- Have students reflect on how these skills could be used in outside application
- Provide an article to read on how this skills applies to learning (using research articles to challenge them and validate your instruction)
- Provide anecdotal examples or have them- to connect learning to outside life
- Class debate
- Albatross activity: http://www.sjsu.edu/people/carol.mukhopadhyay/race/Albatross-Mukhopadhyay%20Website.doc
- Have students make their own quizzes/exams
- Have students look at 6 articles you select to decide that is truth and what is relevance

Group Generated Techniques: Engendering Competence

- Give an early assignment within reach and provide quick feedback
- Pre-test/Post-test
- Mid-term 101 talk (any one in the audience remember what this was about?)
- Portfolio of accomplishments over semester
- Have them predict grade on exam-- invariably they do better than they expect
- Have them fix test and it counts as homework- helps them see that they are capable
- When reviewing exam in class know who did well on which questions and call on them as "experts"
- Final exam is a letter to next year's freshman with advice and what they learned in the course, why it is valuable, etc

The Challenge

- The biggest challenge would be to create a lesson that combines all four motivation conditions.
- Those are the magic lessons that the students love and that get them excited about learning.
- Which lessons do you have that do this?

My Favorite: Class Debate

- Provides opportunity for:
  - inclusion through collaborative and cooperative learning,
  - developing attitude through problem solving,
  - enhancing meaning by challenging students through critical questions, and
  - engendering competence through self-assessment.

Final thoughts...

- Wlodkowski presents 60 strategies to help you motivate your learners and make your classroom a dynamic place for students to be.
- You can't do it all, but by using a little extra time and thought you can intentionally design each learning experience to be a little better and keep them coming back for more-- one lesson at a time.