

Module 1: Motivation
Six Highly-Effective Teaching Strategies
Handout

This handout accompanies the module 1 video. You can use this handout to review information on the video and record your answers to discussion. Follow along as prompted during the video.

Section 1: Growth & Discussion

Discussion 1

What motivates you? Why do you choose to do the things you do?

- Make a list of five reasons you choose to do something.

- Share with the entire group one thing you wrote down without repeating something someone else has stated.

Discussion 2

Think of a law passage from the Bible. Share it with your elbow partner.

Discussion 3

Think of a gospel passage from the Bible. Share it with your elbow partner.

Discussion 4

Discuss one, or all, of these questions with the entire faculty. Your principal is your moderator.

1. Why is gospel motivation so important in Lutheran schools?
2. Why do Lutheran schools need to use both Law and Gospel to motivate?
3. Does the visual and verbal evidence in your school suggest you primarily use law or gospel motivation?

Discussion 5

Discuss with your elbow partner, what does an “A” in reading on student’s report card actually represents.

- A. The student is an excellent reader.
- B. The student follows direction on worksheets or other assignments.
- C. The student turns his work in on time.
- D. The student pays attention (behaves) in class.
- E. The student tries his best.

Discussion 6

Consider the cognitivist’s motivational tools (Set 2: Cognitivism, page 5). Divide the list into two groups. Discuss with your faculty who can be the “go to” person to help teach others how to carry out each one.

Group 1: Tools you are pretty comfortable with.

Group 2: Tools you don’t feel comfortable with.

Discussion 7

Which of the research-based motivation strategies (Set 2: page 5) complement a law-based motivation, a gospel-based motivation, or are neutral?

- **Law**

- **Gospel**

- **Neutral**

Discussion 8

Recall the student that fit one of the introductory scenarios for Part 3: Efficacy. How would you explain that student’s behavior in terms of what you learned about self-efficacy. If the student’s efficacy is low, what might you do to help him improve his self-efficacy? Write down your answers and share with your elbow partner.

Section 2: Planning & Implementation

After watching the video, use the following directions to help you make a plan to implement one or two of the strategies you learned. You may need to do some additional, independent learning to become more confident.

1. Which motivational idea(s) or strategy(s) would you like to try? What additional learning might you need to do to carry that strategy out?
2. Think of a learning task or assignment that you will do with your students in the next several weeks (or the first weeks of school).
3. Write down how you will motivate your students to perform that task or assignment.
4. Try the motivational strategy and keep track of student work samples that result. Bring the student work samples to the next meeting.

Section 3: Reflection & Revisions

Gather samples of student work that results from motivational strategies you applied. Bring your work samples to the next meeting to share and discuss with your peers. Don't worry whether the samples are "exemplary." Not every motivational strategy works as well as we hope. We often learn more by reflecting on things that did not go as hoped than things that went perfectly.

Each faculty member shares the following:

1. The learning task or assignment you targeted.
2. The motivational strategy and how it was used.
3. The student work samples that resulted.

After sharing, discuss the following and invite peer input.

1. What worked as you expected or hoped?
2. What did not work as you expected or hoped?
3. What else can you try?
 - a. Alter previous strategy?
 - b. Apply new strategy?

Section 4: Extension Options

Books

Gregory, G. & Kaufeldt, M. (2015) *The motivated brain: Improving student attention, engagement, and perseverance*. ASCD. Alexandria VA

Dean, C.; Hubbell, E.; Pitler, H.; Stone, B. (2012) Chapter 2: Reinforcing effort and providing feedback. *Classroom instruction that works*. ASCD. Alexandria VA

Articles

Bandura, A. (1993) Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*. 28(2). pp. 117 – 148.

Willingham, D. (Winter, 2008) Ask the cognitive scientist: Should learning be its own reward. *American Educator*. Retrieved from <http://www.aft.org/ae/winter2007-2008/willingham>

Willingham, D. (Winter, 2006) Ask the cognitive scientist: How praise can motivate . . . or stifle. *American Educator*. Retrieved from <http://www.aft.org/ae/winter2005-2006/willingham>

Video

Pink, D. (2009) *The Puzzle of Motivation*. TED Talk
https://www.ted.com/talks/dan_pink_on_motivation/transcript?language=en

Summary of Motivational Strategies

Set 1: God's Motivation

- Law
 - It is imposed from the outside.
 - Its effects are short-lived or temporary
 - It's only powerful when we think someone is noticing.
 - It increases rebellion, and in its absence, it has no power to motivate
 - Its greatest motivation is to convict of sin and seek God's mercy
- Gospel
 - It comes from the heart; God living in us
 - It is a response to God's love
 - Shows itself in love to God and our neighbor above ourselves

Set 2: Research-based Motivation

- Behaviorism
 - Make the learning a game (jeopardy)
 - Be enthusiastic
 - Vary delivery (videos, SMART boards)
 - Use incentives
 - Enforce penalties

- Cognitivism
 - Use group work/collaboration
 - Engage higher-order thinking
 - Use problem-solving tasks
 - Let students set goals or create contracts
 - Integrate teaching units
 - Create a safe classroom
 - Involve gaming activities
 - Include humor
 - Use brain breaks

- Humanism
 - Give students choice
 - Let students drive instruction
 - Connect learning to real life
 - Provide altruistic opportunities

Set 3: Efficacy-Based Motivation

- Tips for developing high student efficacy
 - Develop a growth mindset rather than a fixed mindset in students.
 - Help students to experience control over their learning outcomes.
 - Make sure students appear competent to themselves and others.

Set 4: Special Topics in Motivation

- Praise
 - Be sincere.
 - Emphasize process, not ability.
 - Share immediately and unexpectedly

- Rewards
 - Best when they are associated with narrow, skill-specific tasks
 - Should recognize a real achievement or a gesture of appreciation
 - Should be attainable, desirable, and prompt
 - Should not be used to manipulate or coerce behavior
 - Should only be used for a limited time.