



CLASSROOM TECHNIQUES TO MOTIVATE STUDENTS

Facilitated by Sarah Bean Sherman and Emily Scribner
University of British Columbia

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How do you think the students responded to the instructor's motivation?

- a) The students did better than they had in previous semesters
- b) The students did worse than in previous semesters
- c) There was no difference
- d) I don't know

Learning Goals

1. List factors that affect student motivation.
2. Identify misconceptions about motivation.
3. Create instructional strategies to enhance student motivation through value, efficacy, and environment.
4. Redesign an activity in one of your courses to improve student motivation.

Agenda

- Motivate/Demotivate activity
- YouTube video
- Jigsaw activity – Instructional techniques to increase motivation
- Worksheet – Redesign a course activity to improve student motivation
- Summary
- Feedback



What is motivation?

- Involves initiating and sustaining behavior
- Based on the individual's belief on whether they can do it (self-efficacy)
- And why they want to do it (i.e., intrinsic/extrinsic)

What motivates you?

- Teamwork
- Competition
- External rewards (grade, bonus points, etc.)
- Confidence that your effort will make a difference
- Feeling appreciated for the work you did
- Interesting work, liking it, enjoying it
- Achievable goal (right level of difficulty)
- Having to perform publicly
- Energy of the instructor
- Seeing myself make progress, self-fulfillment
- Deadline
- Connecting with others
- Music will performing the task
- Someone believing that you can do it
- Someone to support me, to be who you are
- Someone depending on you to do it
- Learning something new

What demotivates you?

- Boring instructor; someone who's monotonous, no inflection
- Overwhelming workload – not a reasonable time frame to complete a task
- Red-tape
- Task is too challenging
- Task is not related to our ideas (lack of relevance)
- Feeling lack of confidence, hopelessness, boredom
- Group think, interpersonal team conflict
- Lack of clarity in the assignment
- Taking a class that you're not interested in
- Negative messages from the supervisor(s), negative reinforcement, “not good enough”
- Something you've done before, doesn't feel new, repetition
- Put-downs, non-constructive feedback
- Stagnation, judgement, apathy
- Lack of consequence
- Far off deadlines
- Low expectations
- Past poor performance
- Expecting not to do well



Dan Ariely (7:56 stop at 9:21)

<http://www.youtube.com/watch?v=wfcro5iM5v>

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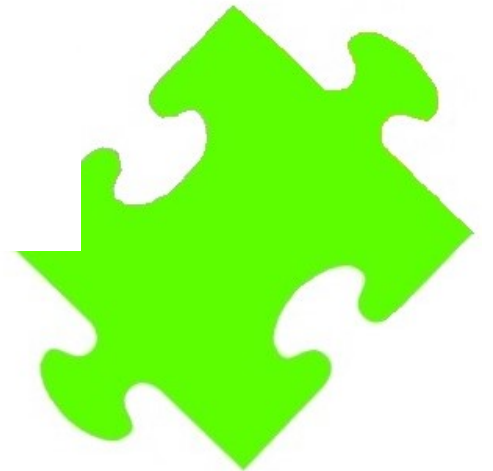
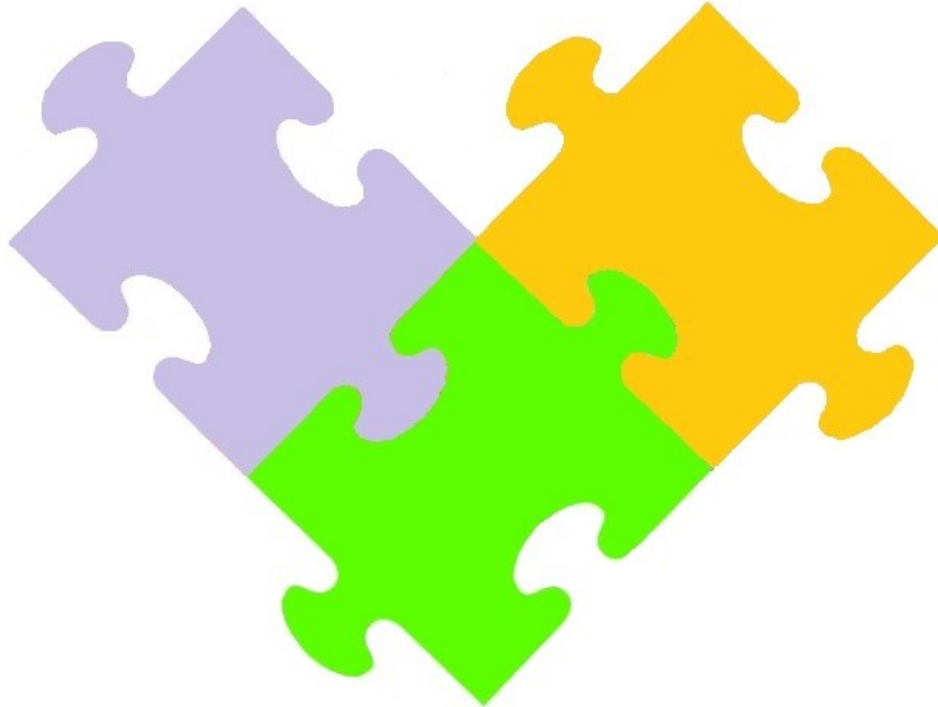
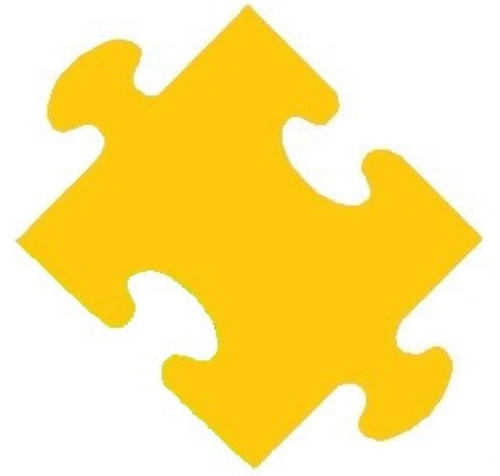
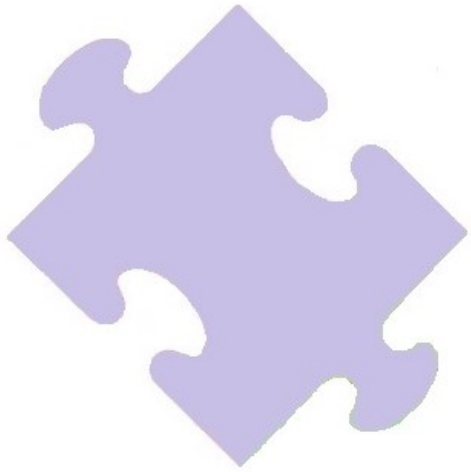


Approximately how much money are participants willing to work for in the ignored condition?



- A. More than the shredded condition.
- B. ~ same amount as the shredded condition.
- C. An amount close to the middle of the shredded and acknowledged conditions.
- D. ~ same amount to the acknowledged condition.

Jigsaw





Jigsaw

- Class is divided into several teams: lilac, gold, and green
- Each team preparing separate but related assignments
- Then class is re-divided into mixed groups, with one member from each team in each group.
- Each person in the group teaches the rest of the group what he/she knows
- Group works on combined assignment together

Elements of motivation

Environment is NOT SUPPORTIVE

Environment is SUPPORTIVE

DON'T see value

SEE value

DON'T see value

SEE value

Student's Efficacy* is

Low

Rejecting

Hopeless

Rejecting

Fragile

High

Evading

Defiant

Evading

Motivated

*Self-efficacy: one's belief in one's ability to succeed



Strategies to help build positive expectancies

- Align objectives, assessments & instructional strategies
- Appropriate level of difficulty/challenge
 - Assignments
- Provide early success opportunities
- Articulate expectations
 - Provide rubrics
 - Targeted feedback
- Describe effective study strategies



Some strategies to establish value

- Connect material to students' interests
- Provide authentic, real-world tasks
- Show relevance to students' current academic lives
- Demonstrate relevance of higher-level skills to students' future professional lives
- Identify and reward what you value
- Show your own passion and enthusiasm



How do you think the students responded to the instructor's motivation?

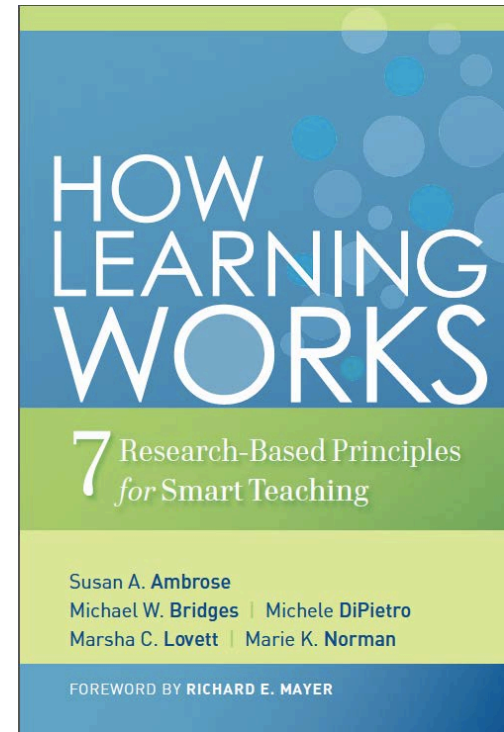
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Seven Research Based Principles

1. Prior knowledge can help or hinder learning
2. Organization of knowledge influences learning and application
3. **Motivation determines, directs, and sustains learning**
4. Mastery requires acquiring, integrating, and applying component skills
5. Goal-directed practice coupled with targeted feedback enhances student learning
6. Students' level of development interacts with course social, emotional, & intellectual climate to impact learning
7. Students must learn to monitor and adjust their approaches to learning to be self-directing



Ambrose et al., 2010