**Student Motivation Presentation**

**Workshop Time**: 1 hour, 30 minutes

**Presenter:** Mariia Dutchak

**Materials:** laptop, projector, speakers, Four Corners Signs, Uncovering Student Motivation ppt, Motivational Strategies Double Entry Journal handout, Teaching Students of the Future video & handout, Learning Styles Quiz and Activity type handout

**Agenda:**

1. Four Corner (10 min) – agree.strongly agree, disagree, strongly disagree with the following:
   1. Grades/marks are enough to motivate a student to learn.
   2. Once a student becomes unmotivated to learn, it is unlikely s/he can be motivated
   3. Teachers have a large impact on student motivation
   4. Positive reinforcement and encouragement have a greater impact on student motivation than punishment of malbehavior.
2. Think-Pair-Share (4 min.)
   * Think about a time you were really motivated to do something.
     1. What were you motivated to do?
     2. Why did you feel motivated to do it?
     3. How you felt about it?
     4. Were you successful at it?
   * Share your answers with a partner
   * Share out to whole group
3. Motivation types (1 min)
   * Intrinsic vs. extrinsic
4. Motivational Strategies (15min)
   1. Set the tone early in the semester
   2. Vary your teaching methods
   3. Give students options in the classroom
   4. Create assignments that are appropriately challenging
   5. Make your lessons relevant
   6. Show enthusiasm
   7. Avoid excessive competition
   8. Communicate an expectation of success
   9. Provide constructive, timely feedback

* Go over strategies listed on ppt, while participants, complete double entry journal (PCV & Counterpart together)
  + PCV indicates how s/he could implement it in his/her teaching practice, how that might look, or concerns
  + PCV interviews counterpart and records his/her thoughts

1. Video on Student Motivation - <https://www.youtube.com/watch?v=UCFg9bcW7Bk> (30 min.)
   * Distribute video handout & instruct teachers to complete while watching video
   * Share out
2. Learning Styles Quiz & Activities follow up (30 min.)
   1. Each participant takes the learning styles quiz

**Teaching Methods for Inspiring the Students of the Future**

TEDx presentation by Joe Ruhl - <https://www.youtube.com/watch?v=UCFg9bcW7Bk>

1. What five 21st Century Skills does Joe mention at the beginning of his presentation?
   1. C
   2. C
   3. C
   4. C
   5. C
2. Joe encourages teachers to “be a \_\_\_\_\_\_\_\_\_\_\_\_ on the side, instead of a sage on the \_\_\_\_\_\_\_\_\_\_\_\_\_.” What do you think he means by this? Give an example.
3. Plutarch once said, “The mind is not a \_\_\_\_\_\_\_\_\_\_\_\_ that needs \_\_\_\_\_\_\_\_\_\_\_\_, but a \_\_\_\_\_\_\_\_\_\_\_\_ that needs \_\_\_\_\_\_\_\_\_\_\_\_.” Do you agree or disagree with this? Discuss how your teaching practice supports your answer.
4. Albert Einstein once wrote, “Education is not the learning of \_\_\_\_\_\_\_\_\_\_\_\_, but the \_\_\_\_\_\_\_\_\_\_\_\_ of the mind to \_\_\_\_\_\_\_\_\_\_\_\_.” What is the danger of teaching learners only facts and NOT to critically think?
5. What two loves does Joe mention all teachers should have?
   1. Love of \_\_\_\_\_\_\_\_\_\_\_\_
   2. Love of \_\_\_\_\_\_\_\_\_\_\_\_
6. What additional 21st Century Skill does Joe state that all teachers need to promote?

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**Learning Style Quiz**

Check (X) **A** if the statement is always true for you, **B** if the statement is sometimes true for you and **C** if the statement is never true for you.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **A** | **B** | **C** |
| 1. You like to think through problems while exercising or walking. |  |  |  |
| 2. You are good at coordinating colors. |  |  |  |
| 3. You don’t like sitting listening to lectures. |  |  |  |
| 4. You have a good sense of rhythm. |  |  |  |
| 5. You are good at understanding verbal instructions and explanations. |  |  |  |
| 6. You picture words in your mind to help you spell. |  |  |  |
| 7. You can easily identify what people mean from the intonation they use. |  |  |  |
| 8. You have good ‘dress sense.’ |  |  |  |
| 9. You ‘sound out’ words to help you spell. |  |  |  |
| 10. You are good at doing reading tasks. |  |  |  |
| 11. You enjoy participating in discussions as a listener and a talker. |  |  |  |
| 12. You find it difficult to stay still. |  |  |  |
| 13. You are good at processing information from lectures and talks. |  |  |  |
| 14. You use gestures when you are speaking. |  |  |  |
| 15. You have a very active ‘mind’s eye.’ |  |  |  |
| 16. You see pictures in your head when you are reading. |  |  |  |
| 17. You learn best when you are doing ‘hands-on’ work. |  |  |  |
| 18. You like listening to music when you are working. |  |  |  |
| 19. You prefer looking at a map to following spoken directions. |  |  |  |
| 20. You prefer to find out for yourself how things work rather than following instructions. |  |  |  |
| 21. You often read information aloud to help you understand it. |  |  |  |
| 22. You need variety to keep you motivated. |  |  |  |
| 23. You use images, drawings, and diagrams to help you learn. |  |  |  |
| 24. You recall events, information, etc. through remembering what was said. |  |  |  |
| 25. You enjoy activities where you can move around. |  |  |  |
| 26. You are not very keen on reading. |  |  |  |
| 27. You prefer to use the phone instead of having formal face-to-face meetings. |  |  |  |
| 28. You prefer to dress for comfort rather than style. |  |  |  |
| 29. You prefer face-to-face contact to using the phone. |  |  |  |
| 30. Your mind tends to ‘wander’ if you have to listen to someone speaking for a long time. |  |  |  |

**Scoring:**

If you chose A for numbers 2, 6, 8, 10, 15, 16, 19, 23, 29, 30 = you are a **Visual Learner**

If you chose A for numbers 4, 5, 7, 9, 11, 13, 21, 24, 26, 27 = you are an **Auditory Learner**

If you chose A for numbers 1, 3, 12, 14, 17, 18, 20, 22, 25, 28 = you are a **Kinesthetic Learner**

If your answers were mainly Bs = you have a **Mixed Learning Style**

**Learning Style Descriptors:**

**Visual Learners:**

In a learning context, you learn best through seeing. Flash cards, videos, diagrams and charts work well for you. To assimilate learning and information you always need to see something written i.e. handouts, worksheets. You prefer illustrated materials, preferably in color. When you make notes, they are well organized and often illustrated by diagrams and drawings and you are good at detail. When you need to remember something, you visualize how it looked, i.e. place and people. You are good at remembering faces, but forget names. You are sensitive to ‘body language’ and understand meaning, emotions, and moods from facial expressions and posture. You are not good at following oral instructions, preferring to see something demonstrated, or written down. You ‘switch off’ if you have to listen to others’ speaking for prolonged periods and you have a tendency to daydream.

**Auditory Learners:**

In a learning context, you learn best through listening. You have a good ear and do well in pronunciation work. You are confident about speaking out and answering in class. You can follow lectures quite easily without becoming distracted and are able to assimilate spoken information efficiently. You are usually successful in oral exams. You also like to read things aloud to yourself to help you understand. You prefer spoken instructions and explanations. You find written instructions difficult. When you need to remember something, you think about sounds and things people said. You can memorize facts and information easily and you are good at telling jokes and stories. You like working in groups, brainstorming, discussing, and exchanging information. You are not keen on reading, making notes, or writing things down.

**Kinesthetic Learners:**

In a learning context, you learn best through moving, doing, and touching. You need to have ‘hands-on experience’ to assimilate learning. You like to take things apart to find out how they work, rather than reading instructions or studying diagrams. In class, you respond well to discovery techniques. You are good at drawing and you often doodle during listening activities. You perform well in role-plays and activities where you can move around and talk to others. You are easily distracted and have a tendency to fidget during lectures and talks. You get bored quickly if you have to sit for too long. You remember things by recalling actions. You like to think things through and work out problems while you are exercising.

**Mixed Style Learners:**

In a learning context, these learners are very lucky as they can adapt to any learning situation. You benefit from visual stimuli such as diagrams, charts, and pictures. You use visualization to remember things and you can pick up meaning from body language. You are equally comfortable with listening to lectures and spoken information as you are with written instructions. You are an able communicator – a good listener as well as a good speaker. You also enjoy moving around, for example, doing interactive activities and you enjoy role-plays.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Visual** | **Auditory** | **Kinesthetic** |
| Brainstorming words and ideas on the board | **X** | **X** | *Get learners to write on the board* |
| Making presentations to class | *Use pictures or slides* | **X** | *Manage slide projection/show pictures* |
| Information gap activities |  |  |  |
| Making posters to illustrate a topic | **X** |  |  |
| ‘Find Someone Who’ activities |  |  |  |
| Video activities – watch without sound and describe what is happening |  |  |  |
| Dictation |  |  |  |
| Writing tasks |  |  |  |
| Reading texts with comprehension questions |  |  |  |
| Games such as snakes and ladders | **X** | **X** | **X** |
| Making sentences from word prompts |  |  |  |
| Completing tables, diagrams and charts |  |  |  |
| Discussions |  |  |  |
| Role Plays |  |  |  |
| Matching words to meanings |  |  |  |
| Quizzes and questionnaires |  | **X** |  |
| Completing sentences with missing words |  |  |  |
| Pronunciation tasks such as identifying the correct word stress |  |  |  |
| Writing a holiday post card |  |  |  |

**Types of Activities**

**Motivational Strategies – Double Entry Journal**

|  |  |  |
| --- | --- | --- |
| **Motivational Strategy** | **Your Thinking** | **Your Partner’s Thinking** |
| 1. Set the tone early in the semester. |  |  |
| 1. Vary your teaching methods. |  |  |
| 1. Give students options in the classroom. |  |  |
| 1. Create assignments that are appropriate. |  |  |
| 1. Make your lessons relevant. |  |  |
| 1. Show enthusiasm. |  |  |
| 1. Avoid excessive competition. |  |  |
| 1. Communicate an expectation of success. |  |  |
| 1. Provide constructive, timely feedback. |  |  |