



# Strategies to Engage and Motivate Students

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# Learning Goals

To **understand how to use** research-based learning activities to motivate and engage students.

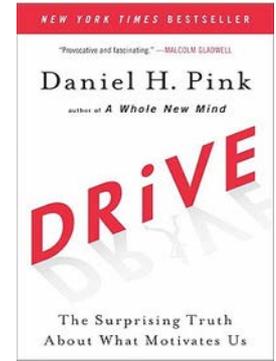
To **identify learning activities to use** immediately to engage and motivate students in your classroom.



**Research on Motivation and Engagement** Daniel Pink, author of *DRIVE: The Surprising Truth About What Motivates Us*, explains research indicating that we are motivated by:

- ✓ Purpose
- ✓ Mastery
- ✓ Autonomy

<http://www.danpink.com/>



# ANTICIPATION GUIDE

All teachers in secondary schools realize the need to motivate and engage students.

When students are highly social, sharing their reading and writing frequently they are likely to be active, interested learners.

Students can easily memorize lyrics to songs, become skilled at video games, and learn new athletic maneuvers because those things are easier and less abstract than school work.

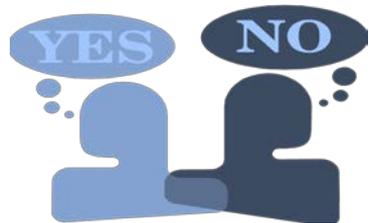
Students who are engaged in learning, do not talk to their friends during class, do not draw pictures on their notebooks, and do not use their cell phones.

Motivating high school students is incredibly challenging.

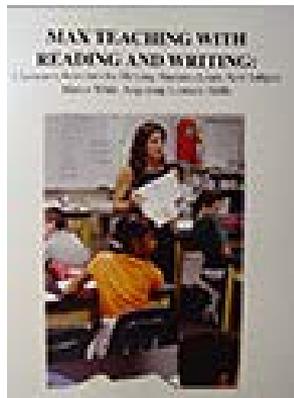
Preparing lessons that are really engaging takes too much time.



High levels of active engagement during lessons are associated with higher levels of achievement and motivation.



# ANTICIPATION GUIDE



Validates students' prior knowledge.

Encourages students to read for detail.

All opinions must be supported by evidence.

Students will debate various perspectives in order to come to consensus.

Dr. Mark Forget *MAX Teaching with Reading and Writing*  
<http://www.maxteaching.com>

# STUDENT ENGAGEMENT

**Supportive Environment** (Responds to Emotions)

**Meaningful Content** (Responds to Sustained Patterns)

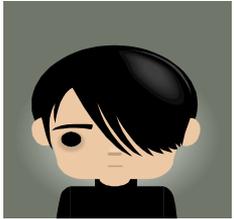
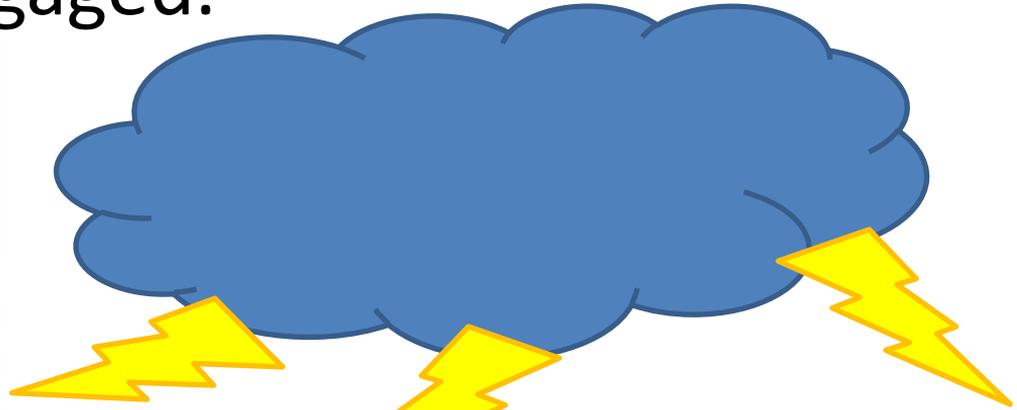
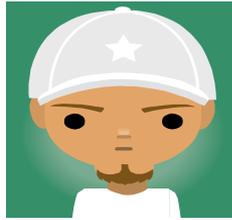
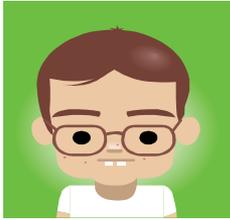
**Choice** (Responds to Challenges)

**Lively Environment** (Responds to Out of the Ordinary)

**Collaborative Atmosphere** (Responds to Conversation)

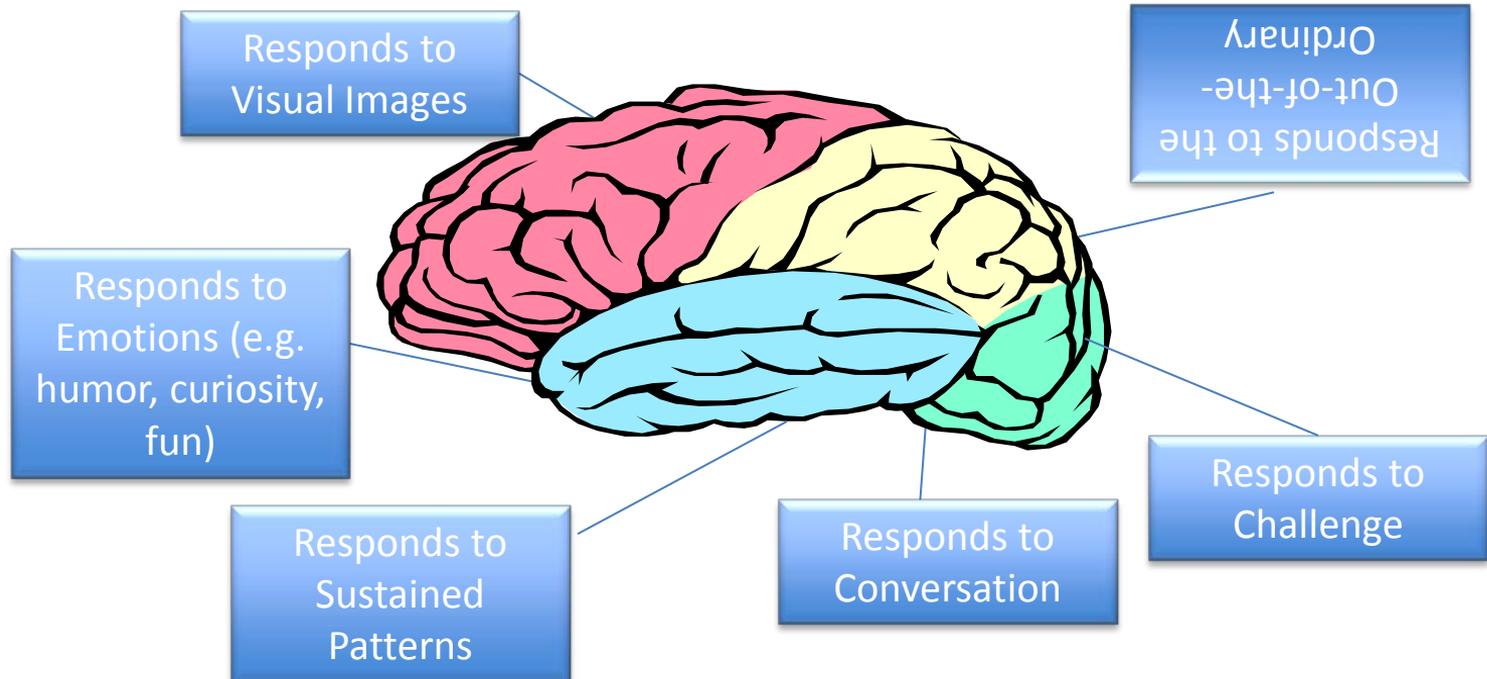
# BRAINSTORM

List all of the activities in which you have seen teenagers become engaged.



# Research on Motivation and Engagement

Based on brain research conducted by the video gaming industry.



# Research on Motivation and Engagement

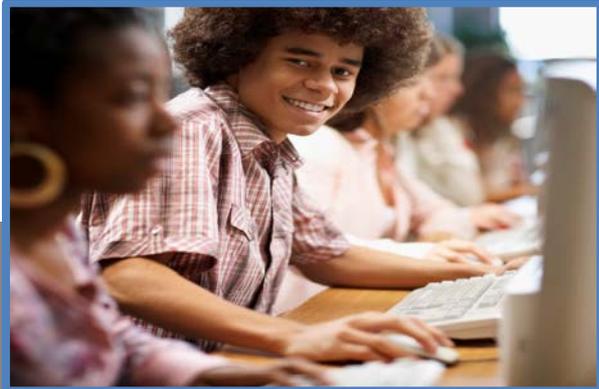
What causes a student to want to know something?

- If it is something **relevant** to their lives
- If it is information needed to **solve a problem**
- If they will get to “**show off**” their knowledge
- If they have been **engaged** long enough to see the value in sticking with it longer



# STUDENT LEARNING

## WHY DO WE NEED TO MOTIVATE AND ENGAGE STUDENTS IN LEARNING?



# Why do we need to motivate and engage students in learning?

Make our students **accountable**

Provide ways for students **retain more** with greater depth as they interact with the content in meaningful ways

Allow students the **opportunity to explore content** and language on their own

Provide opportunities for **student to student interaction** to help students develop language skills

Promote an **environment** of academic risk taking

Teach students **structure, responsibility, and deadlines**



# CORNELL NOTES

## Sample Cornell Notes

|   |  |
|---|--|
| <b>Class Notes</b><br>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.<br>Topic: <u>Literary Elements</u>   | Name: <u>Student A</u><br>Class: <u>English 8</u><br>Period: <u>3</u><br>Date: <u>1/10/03</u>  |
| Questions/Main Ideas:   | Notes:   |
| Define irony.   | Irony is a contradiction between what is expected and reality.   |
| What is characterization?   | Characterization is the way an author describes a character.   |
| Some ways to understand a character   | <ul style="list-style-type: none"><li>• physical description</li><li>• dialogue</li><li>• actions / behavior</li><li>• opinions of other characters</li><li>• thoughts</li></ul> |
| What is conflict?   | The problem of the story or book   |
| Types of Conflict   | man vs. man<br>man vs. machine<br>man vs. society<br>man vs. self<br>man vs. nature<br>man vs. unknown   |
| Two categories of conflict  | 1) internal (inside character)<br>2) external (character vs. anything other than himself)  |
| Summary: Authors use many different elements to create a story or write a book. Some elements include irony and characterization. Authors also focus their stories around a problem or conflict. There are internal and external conflicts. |  |

Purpose

Mastery

Choice

# BUILDING ACADEMIC VOCABULARY

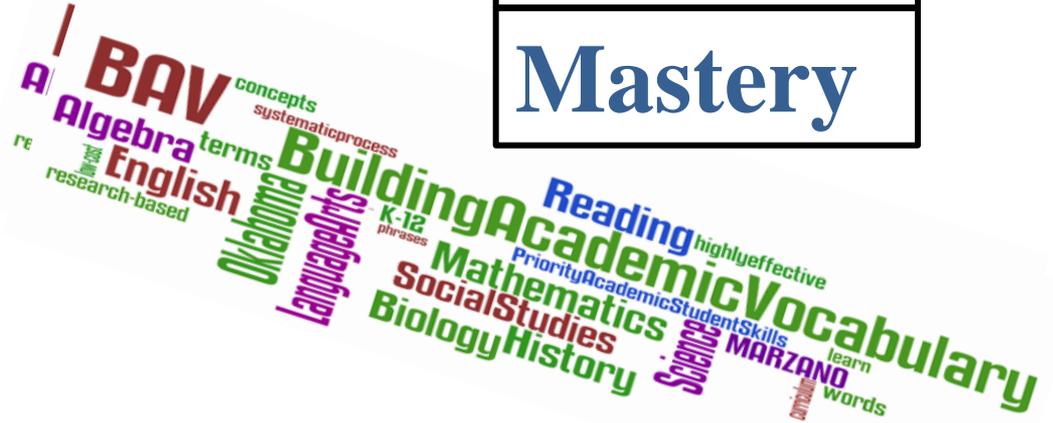
Building Background Knowledge is essential before embarking upon new content.

Must:

- Follow the six-step process.
- Have a building-wide or district-wide initiative.
- Identify 30 words per content area per year.

Purpose

Mastery



1. Description or Explanation
2. Student restates in his/her own words.
3. Student construct s picture, symbol or graphic.
4. Engage students in revisiting their definition.
5. Students discuss terms with one another to gain in depth understanding .
6. Involve students in games to better understand words/concepts.

# FRAYER MODEL

Definition

Characteristics

**ACTIVE  
LEARNING**

Examples

Non-Examples

# FIND SOMEONE WHO...

Find someone who ...

Motivates and Engages Learners

Organizes students into different groupings  
 Dyads  
 Triads  
 Small Groups



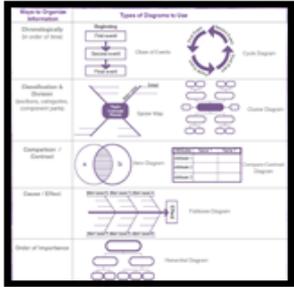
  
 Uses previewing strategies such as: Anticipation Guide, K-W-L, Video clip

Foldables



  
 Uses strategies like Jigsaw to learn content in "digestible bites".

Uses Graphic Organizers to compare, sequence, organize information.

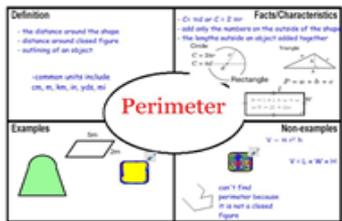


Provides students with opportunities to reflect on their learning such as exit tickets.



3 Things Learned  
 2 Questions  
 1 Connection with Learning

Uses Frayer Model to Clarify Student Thinking about Concept Characteristics



  
 Establishes learning goals to identify critical information for student learning

# JIGSAW

Students become experts for one aspect of an area of study or one piece of information critical to understanding a concept.

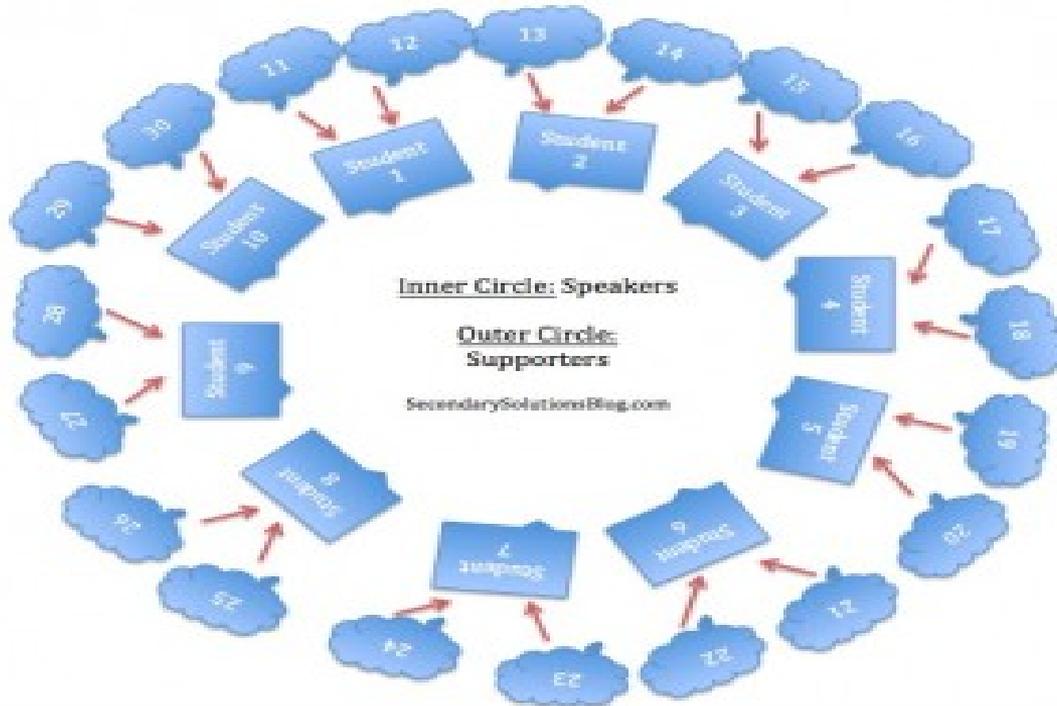
Students sign up to become experts for one or more items from a teacher-prepared list.

Provide 4x6 index cards – I/We're Experts on\_\_\_\_, as a way to collect information, make connections, take notes on front and create an illustration on back to help students remember information.



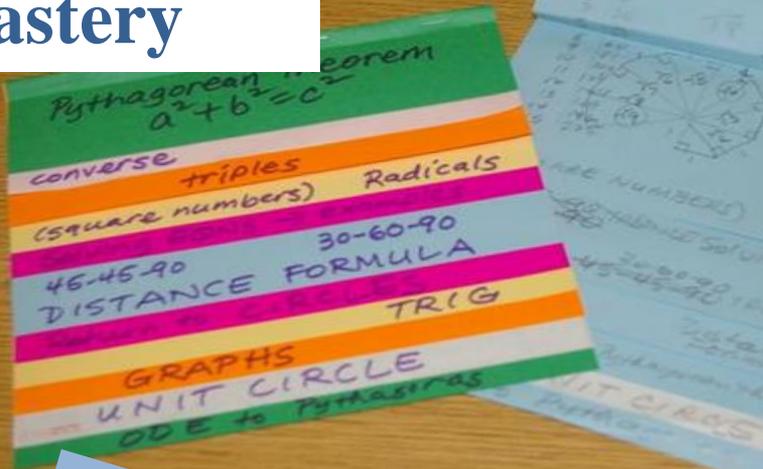
## Purpose

# INSIDE, OUTSIDE CIRCLE



Purpose

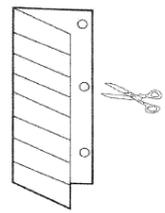
# Purpose Mastery



# FOLDABLES

## Vocabulary Book

Fold a sheet of notebook paper in half like a hot dog. On one side, cut every third line to create tabs. You can adjust the number of lines and the desired size of the tabs. Label the tabs with vocabulary words and write the definitions underneath.



Refold so that the newly formed pockets are on the inside. Use glue or staples to secure the outer edges. Students can place index cards or quarter-sheets of paper inside the labeled pockets.

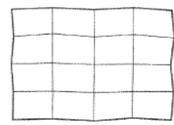
## Layered-Look Book

Stack two or more sheets of paper so that the top edges are an equal distance apart. Bring the bottom edges up and align the sheets so that all of the layers (or tabs) are the same distance apart. Fold and create well to form the Layered-Look Book. Use glue or staples to hold the sheets together. Students can label the tabs and record information inside the Layered-Look Book.



## Folded Table or Chart

Fold a sheet of paper in half (for two columns), then in half again (for four columns). Do the same in the other direction for the desired number of rows, or simply make one fold along the top for column headings.



# CELEBRATING ACCOMPLISHMENTS



## Motivation

Take pictures of your students engaged in academic work, quality conversations or quality work showing their insights. Paste their pictures in the boxes at various times throughout the year to acknowledge or celebrate their academic success.

Our students talk smart!



Our students love to learn!



Our students produce important work!



Our students believe in each other!



# Purpose

Visually represent concepts, ideas, and beliefs

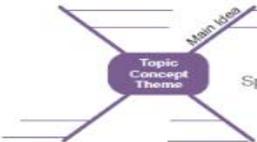
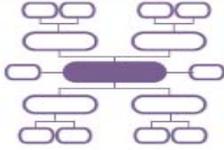
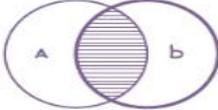
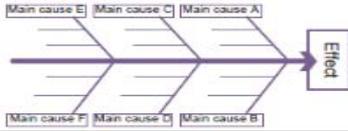
Sometimes referred to as Thinking Maps or Mind Maps

Easily created using "SmartArt" in Microsoft products

Can be as simple as a T-Chart

# Mastery

# GRAPHIC ORGANIZERS

| Ways to Organize Information                                      | Types of Diagrams to Use  |            |        |        |             |  |  |             |  |  |             |  |  |
|---|---|------------|--------|--------|-------------|--|--|-------------|--|--|-------------|--|--|
| Chronologically (in order of time)                                | <p><b>Beginning</b></p>  <p>Chain of Events</p>  <p>Cycle Diagram</p>   |            |        |        |             |  |  |             |  |  |             |  |  |
| Classification & Division (sections, categories, component parts) |  <p>Spider Map</p>  <p>Cluster Diagram</p>  |            |        |        |             |  |  |             |  |  |             |  |  |
| Comparison / Contrast   |  <p>Venn Diagram</p> <table border="1" data-bbox="1450 528 1715 623"><thead><tr><th>Attributes</th><th>Name 1</th><th>Name 2</th></tr></thead><tbody><tr><td>Attribute 1</td><td></td><td></td></tr><tr><td>Attribute 2</td><td></td><td></td></tr><tr><td>Attribute 3</td><td></td><td></td></tr></tbody></table> <p>Compare-Contrast Diagram</p> | Attributes | Name 1 | Name 2 | Attribute 1 |  |  | Attribute 2 |  |  | Attribute 3 |  |  |
| Attributes  | Name 1  | Name 2     |        |        |             |  |  |             |  |  |             |  |  |
| Attribute 1   |   |            |        |        |             |  |  |             |  |  |             |  |  |
| Attribute 2   |   |            |        |        |             |  |  |             |  |  |             |  |  |
| Attribute 3   |   |            |        |        |             |  |  |             |  |  |             |  |  |
| Cause / Effect  |  <p>Fishbone Diagram</p>   |            |        |        |             |  |  |             |  |  |             |  |  |
| Order of Importance   |  <p>Hierarchical Diagram</p>   |            |        |        |             |  |  |             |  |  |             |  |  |



# VOTE WITH YOUR FEET

Emotional interaction  
between students on topics  
of interest

Can be used as a pre-unit,  
mid-unit, or end-of-unit  
learning activity.



**Purpose**

**Mastery**

**Choice**



# VOTE WITH YOUR FEET

Providing engaging activities motivates students to learn.

ALL Students can learn if they are engaged in an active learning process.

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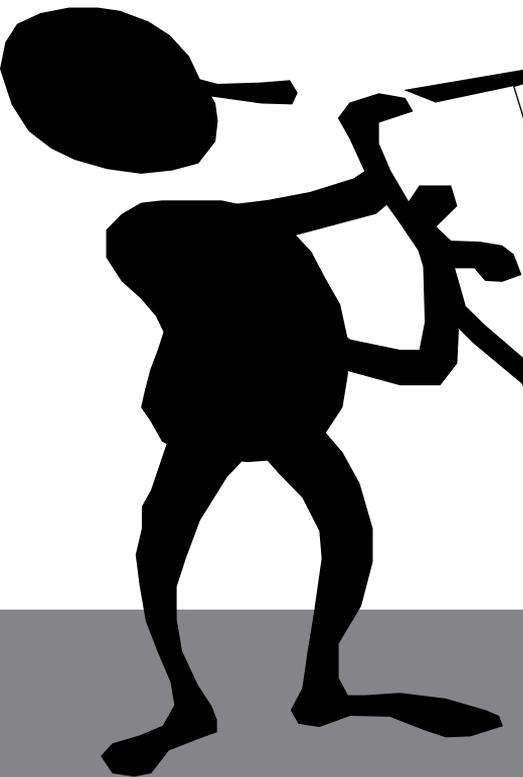
Strongly Disagree

Disagree

Agree

Strongly Agree

# COLLABORATIVE POSTER



Poster communicates big idea of concept(s) being studied.  
Poster uses creative design to communicate meaning with pictures & quotes.  
Each student contributes.

**Purpose**

**Mastery**

**Choice**

# THINK/PAIR/SHARE

Question: \_\_\_\_\_

Think about your answer. Write it down, if needed.



Select A Partner



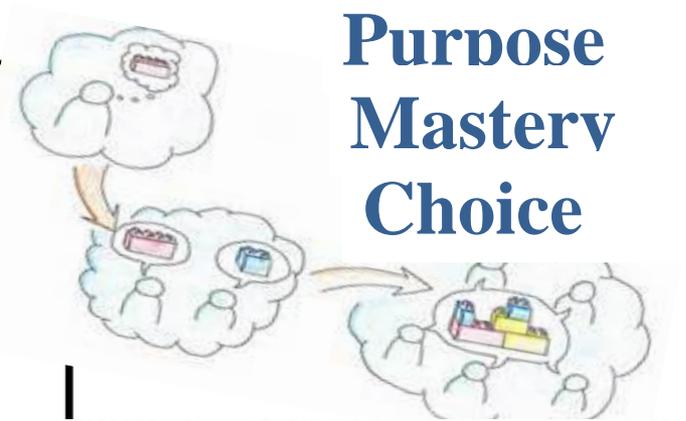
Listen to or explain answers



Switch Roles



State your answer in class discussion, a written assignment, or a speech



# Purpose Mastery Choice

## Think Pair Share



**Think**  
About the question.

What do you know?  
What experiences have you had?  
What connections can you make?



**Pair**  
With your partner

Listen to ideas.  
Share your ideas.  
Create new ideas together.



**Share**  
Your ideas with others

Listen to ideas.  
Share your ideas.  
Share your partner's ideas.  
Create new ideas together.

# CHOICE BOARDS – DIFFERENTIATION

## Purpose

## Mastery

## Choice

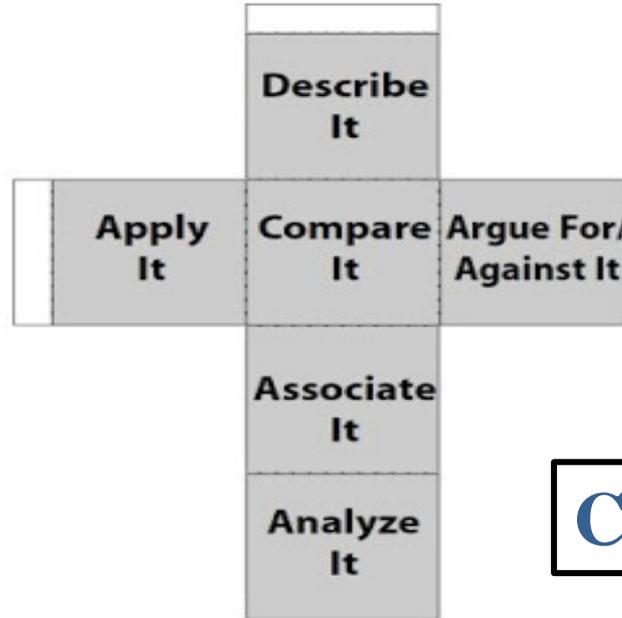
|  |  |   |
|--|--|---|
| <b>Describe</b><br>Facts or ideas which are important in determining genetics  | Dominant and recessive traits as they relate to Mendel's Pea Plants                | Meiosis and mitosis                                 |
| <b>Predict</b><br>What a person might look like using the Punnett square   | <b>Unit Test</b>   | <b>Show</b><br>A model of a DNA strand with a key   |
| <b>Survey</b><br>Genetics – hair color, eye color – graph your findings in a chart of your choice (Pie, bar, line, etc.) | <b>Interview</b><br>A person whose career or hobby deals with genetic/reproduction | <b>Judge</b><br>3 websites on genetics and heredity |

## Purpose

# CUBING

## Mastery

Cubing is a thinking and/or a writing activity that permits students to look at a subject from six different perspectives.



## Choice

# THREE – LEVEL STUDY GUIDE

Guides students into higher levels  
of comprehension

## Level 1: Literal

Name, Describe, List, Match, Select,  
State, Choose

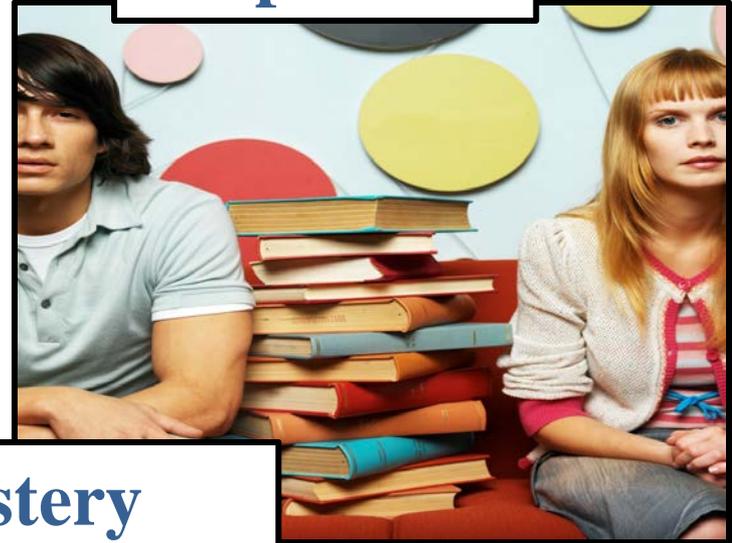
## Level 2: Interpretive

Summarize, Classify, Compare,  
Find Patterns, Predict, Question,  
Organize

## Level 3: Application

Evaluate, Hypothesize, Solve,  
Apply

**Purpose**



**Mastery**

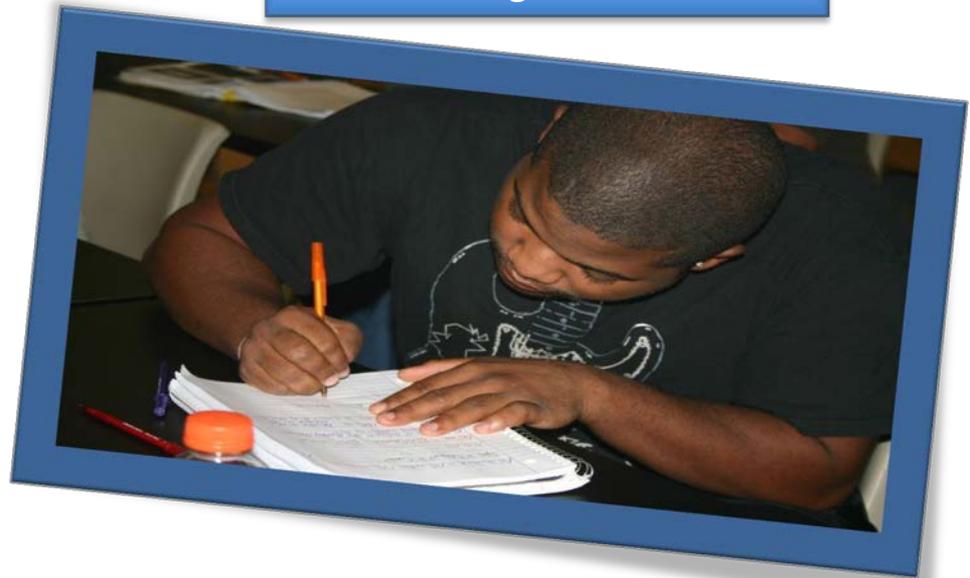
# FOCUSED FREE WRITES

As you see these visual images, shout out the first word that comes to your mind – and write it down.

Use Focused Free Writes to summarize information presented during class as an “exit ticket.”

KEY: Everyone writes until time is called. It’s OK to repeat a thought until a new one comes.

Visual images engage the imagination



**Purpose**

**Mastery**

**Choice**



Engaging Students is Like . . .

**BEING THE COWARDLY LION – Because  
you need courage and a gentle touch**

ENGAGING

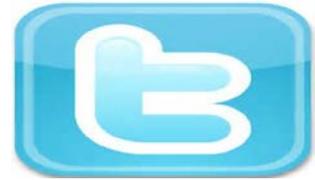
STUDENTS IS LIKE...



**NIKE – Because sometimes you have to  
JUST  
DO IT!**



# EXIT TICKET



## ***EXIT TICKET 3-2-1***

***3 Things that you can implement on Monday!***

***2 Questions you have...***

***(Optional: include your name and school)***

***1 Idea to share that you have used***

-----

### **Four possible uses for Exit Tickets (Marzano)**

**Rate** student current understanding of new learning.

**Analyze and reflect** on student efforts around the learning.

**Provide feedback** to teachers on an instructional strategy.

**Provide feedback** about the materials and teaching.

# THANK YOU!

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