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**  [http://www.danpink.com/](http://www.danpink.com/)
- **Autonomy**
1. All teachers in secondary schools realize the need to motivate and engage students.

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

3. 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.

4. 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.

5. Motivating high school students is incredibly challenging.

6. Preparing lessons that are really engaging takes too much time.

7. High levels of active engagement during lessons are associated with higher levels of achievement and motivation.
1. 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
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.

Responds to Visual Images

Responds to Emotions (e.g. humor, curiosity, fun)

Responds to Sustained Patterns

Responds to Conversation

Responds to Out-of-the-Ordinary

Responds to Challenge
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)
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**
2. Student Response Formats
Response Cards, Clickers, Whiteboards

Clickers Provide
Game-Like Atmosphere
Quick Poll
Immediate Feedback
Opportunity to Discuss
Misconceptions or Accelerate
Pace of Instruction
Anonymity to Classmates —
Identified to the Teacher

If response cards were used instead of hand raising for just 30 minutes per day, each student would make more than 3,700 additional academic responses during the school year.

Purpose
Mastery
Choice
### 3. CORNELL NOTES

#### Sample Cornell Notes

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Name: <strong>Student A</strong></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn’t understand.</td>
<td>Class: <strong>English 8</strong></td>
<td></td>
</tr>
<tr>
<td>Topic: <strong>Literary Elements</strong></td>
<td>Period: <strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>Date: <strong>1/10/03</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define irony.</td>
<td>Irony is a contradiction between what is expected and reality.</td>
</tr>
<tr>
<td>What is characterization?</td>
<td>Characterization is one way an author describes a character.</td>
</tr>
<tr>
<td>Some ways to understand a character</td>
<td>Physical description, dialogue, actions/behavior, opinions of other characters, thoughts</td>
</tr>
<tr>
<td>What is conflict?</td>
<td>The problem of the story or book</td>
</tr>
<tr>
<td>Types of conflict</td>
<td>man vs. man, man vs. machine, man vs. society, man vs. self, man vs. nature, man vs. unknown</td>
</tr>
<tr>
<td>Two categories of conflict</td>
<td>1) Internal (inside character), 2) External (character vs. anything other than himself)</td>
</tr>
</tbody>
</table>

**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.
4. 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.

1. Description or Explanation
2. Student restates in his/her own words.
3. Student constructs a 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.

Purpose
Mastery
5. FRAYER MODEL

- **Definition**
- **Characteristics**
- **Examples**
- **Non-Examples**

**ACTIVE LEARNING**
6. FIND SOMEONE WHO...

| Organizes students into different groupings: Dyads, Triads, Small Groups | Uses previewing strategies such as: Anticipation Guide, K-W-L, Video clip |
| Uses Graphic Organizers to compare, sequence, organize information. | Provides students with opportunities to reflect on their learning such as exit tickets. |

Find someone who...

Motivates and Engages Learners

- Foldables
  - Uses Frayer Model to Clarify Student Thinking about Concept Characteristics
  - Establishes learning goals to identify critical information for student learning

- Uses strategies like Jigsaw to learn content in "digestible bites".
7. 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
Engaging work, work that stimulated their curiosity, permitted them to express their creativity, and fostered positive relationships with others. It was also work at which they were good.

How, then, would we define engagement? Perhaps the best definition comes from the work of Phil Schlecty (1994), who says students who are engaged exhibit three characteristics: (1) they are attracted to their work, (2) they persist in their work despite challenges and obstacles, and (3) they take visible delight in accomplishing their work.

September 1995 | Volume 53 | Number 1

Strengthening Student Engagement: What Do Students Want (and what really motivates them)?

Richard Strong, Harvey F. Silver and Amy Robinson
9. 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 depending on the paper and the desired size of the tabs. Label the tabs with vocabulary words and write the definitions underneath.

**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 crease 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.

Purpose
Mastery
10. 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 produce important work!

Our students love to learn!

Our students believe in each other!
11. GRAPHIC ORGANIZERS

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
12. 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
Providing engaging activities motivates students to learn.
ALL Students can learn if they are engaged in an active learning process.
Poster communicates big idea of concept(s) being studied. Poster uses creative design to communicate meaning with pictures & quotes. Each student contributes.
14. THINK/PAIR/HARE

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
### 15. CHOICE BOARDS – DIFFERENTIATION

**Purpose**
- Reflect
  - Facts or ideas which are important in determining genetics

**Mastery**
- Predict
  - What a person might look like using the Punnett square

**Choice**
- Interview
  - A person whose career or hobby deals with genetic/reproduction
- Judge
  - 3 websites on genetics and heredity

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<tr>
<td>Reflect</td>
<td>Predict</td>
<td>Judge</td>
</tr>
<tr>
<td>Facts or ideas which are important in determining genetics</td>
<td>Show</td>
<td>Judge</td>
</tr>
<tr>
<td>Meiosis and mitosis</td>
<td>A model of a DNA strand with a key</td>
<td>3 websites on genetics and heredity</td>
</tr>
</tbody>
</table>

*Note: The content is a sample and may not reflect the actual format or content of the original document.*
16. CUBING

Purpose

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

Mastery

Choice
17. 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
18. 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
19. ANALOGY

ENGAGING STUDENTS IS LIKE...

NIKE – Because sometimes you have to
JUST
DO IT!
Engaging Students is Like . . .

BEING THE COWARDLY LION – Because you need courage and a gentle touch
20. EXIT TICKET

EXIT TICKET 3-2-1

3 Strategies you plan to use
2 Aha’s about engaging and motivating students in learning
1 Comment about today’s presentation

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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.
Student Engagement

PURPOSE  MASTERY  AUTONOMY

www.ted.com/talks/dan_pink_on_motivation

THANK YOU!

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