

Enhancing Student Motivation in Curriculum & Instruction at GVSU

Thursday, July 8, 1-3:00 EST

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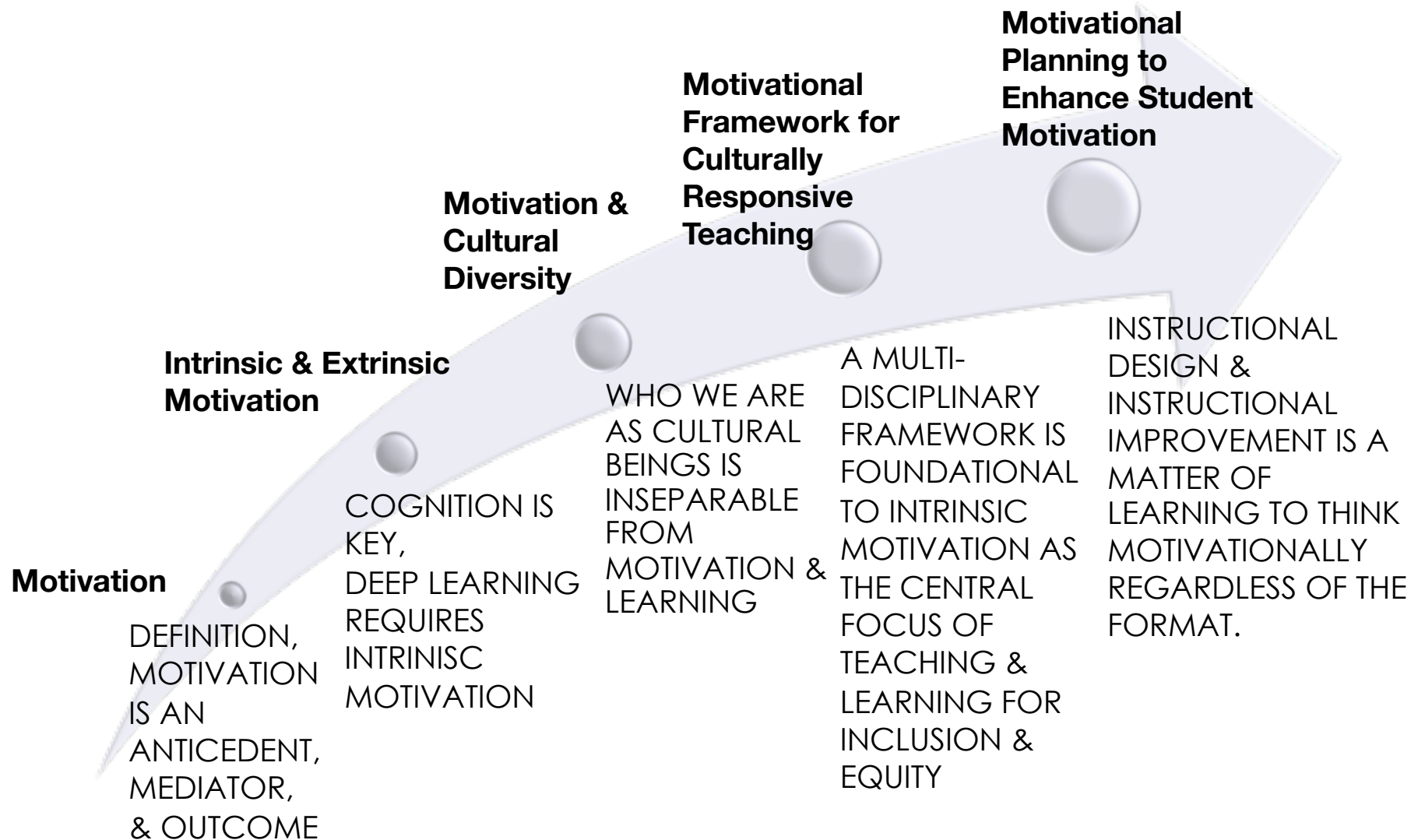


Quick Write: Two Questions

1. *What brings you to this session?*
2. *Think back on your own learning. As a learner, what is an example of an experience you had where you felt capable, creative, and joyful? What conditions were in play that contributed to these emotions?*

Your Thoughts:

Mini-lecture Outline



Definition & Purpose of a Motivational Approach to Instruction

Motivation is purposeful human energy inseparable from learning and felt as emotions and feelings that *initiate, mediate, and result* from learning on a continual basis.

Every moment of our lives is a competition among our senses to perceive what matters most.

To be effective with a range of learners, instructors need to think motivationally so that instructional plans are also motivational plans. Rewards and sanctions are insufficient for deep and sustained learning, especially among historically underserved students in higher education.

Intrinsic Motivation: Learners...

- engage in learning in the absence of, or in spite of, rewards or threats
- lose their sense of time because it seems to quickly pass
- experience a loss of self-consciousness
- initiate learning without being coerced or forced
- maximize their energy, concentration, and effort
- value learning outcomes
- ask probing or substantive questions
- feel capable, creative, and joyful
- develop the habit of learning for learning's sake.

Extrinsic Motivation: Learners...

- participate in learning primarily for the promise of
- extrinsic rewards
- adopt a cursory approach to accomplishing a goal (as in cramming for a test)
- notice that time passes slowly
- become easily distracted
- begin learning experiences reluctantly
- struggle with low energy, effort, and concentration
- adopt an indifferent stance toward learning outcomes
- ask questions that are superficial or off task
- approach tasks with limited creativity and joy.

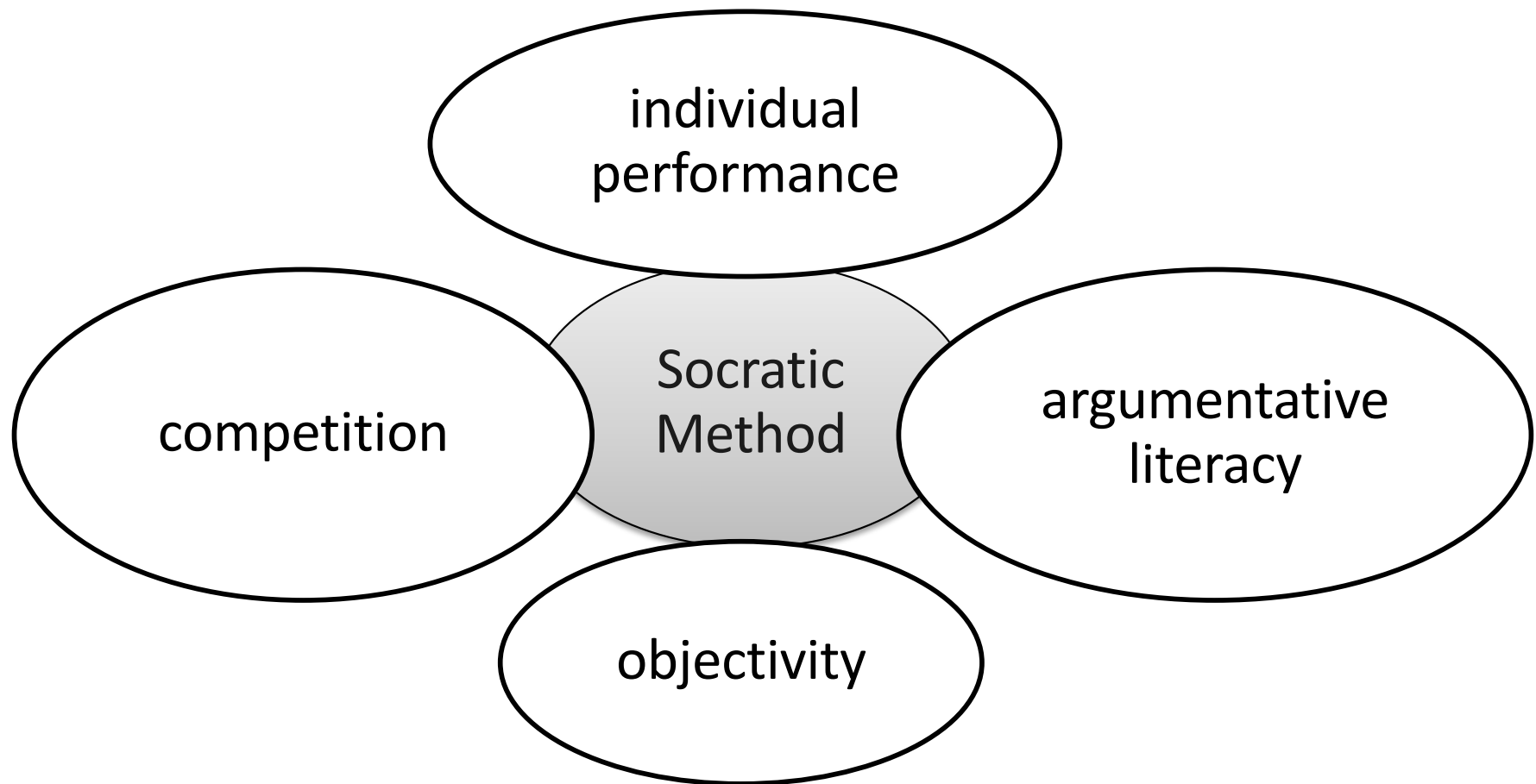
Culturally Responsive Teaching

Instruction that includes, affirms, and builds upon the motivation and knowledge of all learners, across all ages, backgrounds, and circumstances. It has a comprehensive design for learning that makes instructional plans, motivational plans, as well – to achieve mutually valued and equitable goals.

Generally, if we teach as we've been taught in most of our courses...



Example



Need for a Comprehensive Motivational Framework for Culturally Responsive Teaching

- Social or academic interactions are in the classroom or online (90%)
- Access to college is meaningless without *inclusion* but inclusion is not enough.
- We grasp onto terms, e.g. engagement – a term that appear to be culturally neutral but fails to address the role of agency or the need for transformative thinking.
- The field has evolved - Motivation and learning are inseparable.
- Thinking motivationally is essential - not only to plan, but to improve instruction & faculty development.

The Motivational Framework for Culturally Responsive Teaching



Ginsberg & Wlodkowski (2009). *Diversity & Motivation: Culturally Responsive Teaching in College*, 2nd edition. San Francisco: Jossey-Bass; Wlodkowski & Ginsberg (2017) *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults*, 4th edition. San Francisco: Jossey-Bass.
(See Table 10.1 pp. 362-370; 10.2 pp. 380-382)

A WAY TO REMEMBER

**The Four Motivational
Conditions of the Framework:
I AM Competent**

I=

A=

M=

C=

**The 2 criteria for each
motivational condition**

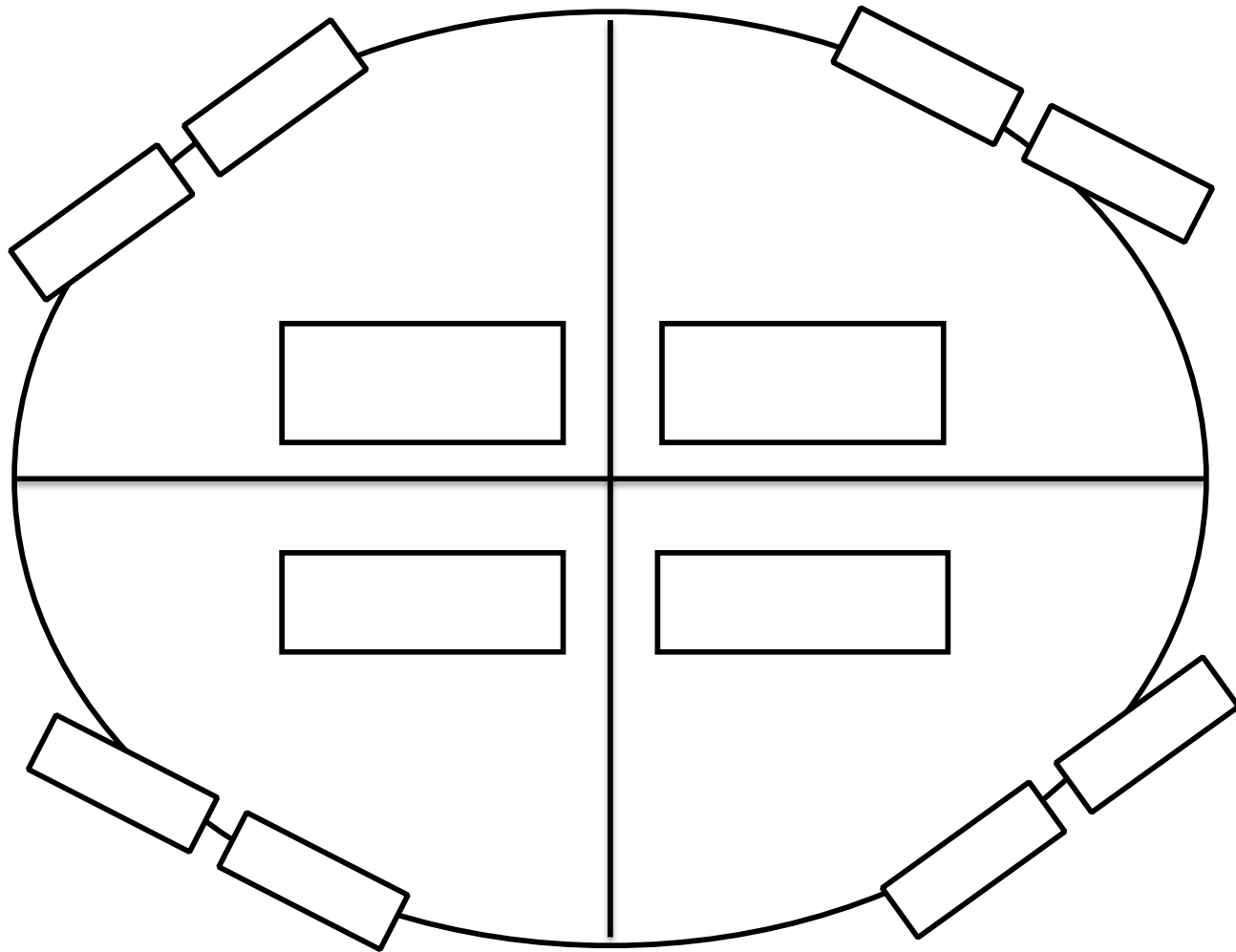
I=

A=

M=

C=

What Do You Remember?



Inclusion: How do we create an environment in
which learners feel
respected and connected?

Examples of Practice:

*Peer exercises, multidimensional sharing, cooperative
and
collaborative groups,
participation agreements, quick writes*

Sample Participation Agreement

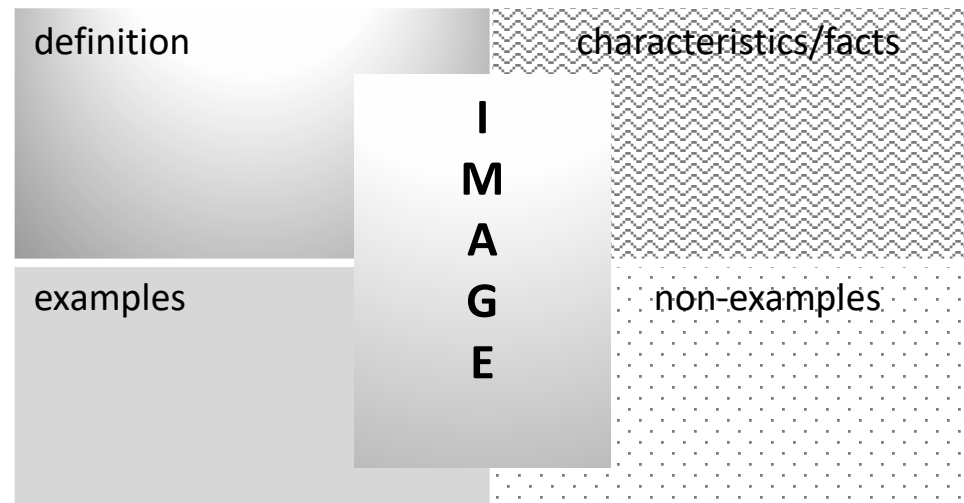
Underline, modify, or add to the following.

- Share airtime – yield to the process observers.
- Listen carefully – When someone has the floor, give them the time & space they need to express themselves.
- Respect the absence of others so that if someone is not in the room they can return to class confident that no one has spoken about them in a negative or misleading way.
- Maintain a problem-solving orientation so that when problems arise we assume we can work together to solve them.
- Honor the diversity that exists between and within groups of people.
- Should problematic language or comments try to respectfully teach each other in the moment or make a note for later discussion.
- Be willing to lend a hand when another learner asks for assistance.

Attitude: How do we create a favorable disposition toward learning through relevance and volition?

Examples of Practice:

*Relevant learning models (live, video, audio, exhibits),
K-W-L, goal setting, multiple modalities, project plans learning
contracts, graphic organizers, Frayer model*



Meaning: How do we create challenging and engaging learning experiences?

Examples of Practice:

*e.g. inquiry & investigations based on relevant problems,
reciprocal thought-provoking questions,
annotated text, learner-generated concept maps, application of
concepts, case studies.*

** application of concepts*

Competence: How do we create an understanding that learners are becoming more effective at something they value?

Examples of Practice:

e.g. authentic assessment, AIRE

feedback, effective grading practices, self-assessment, journals, multiple intelligences assessment, positive closure.

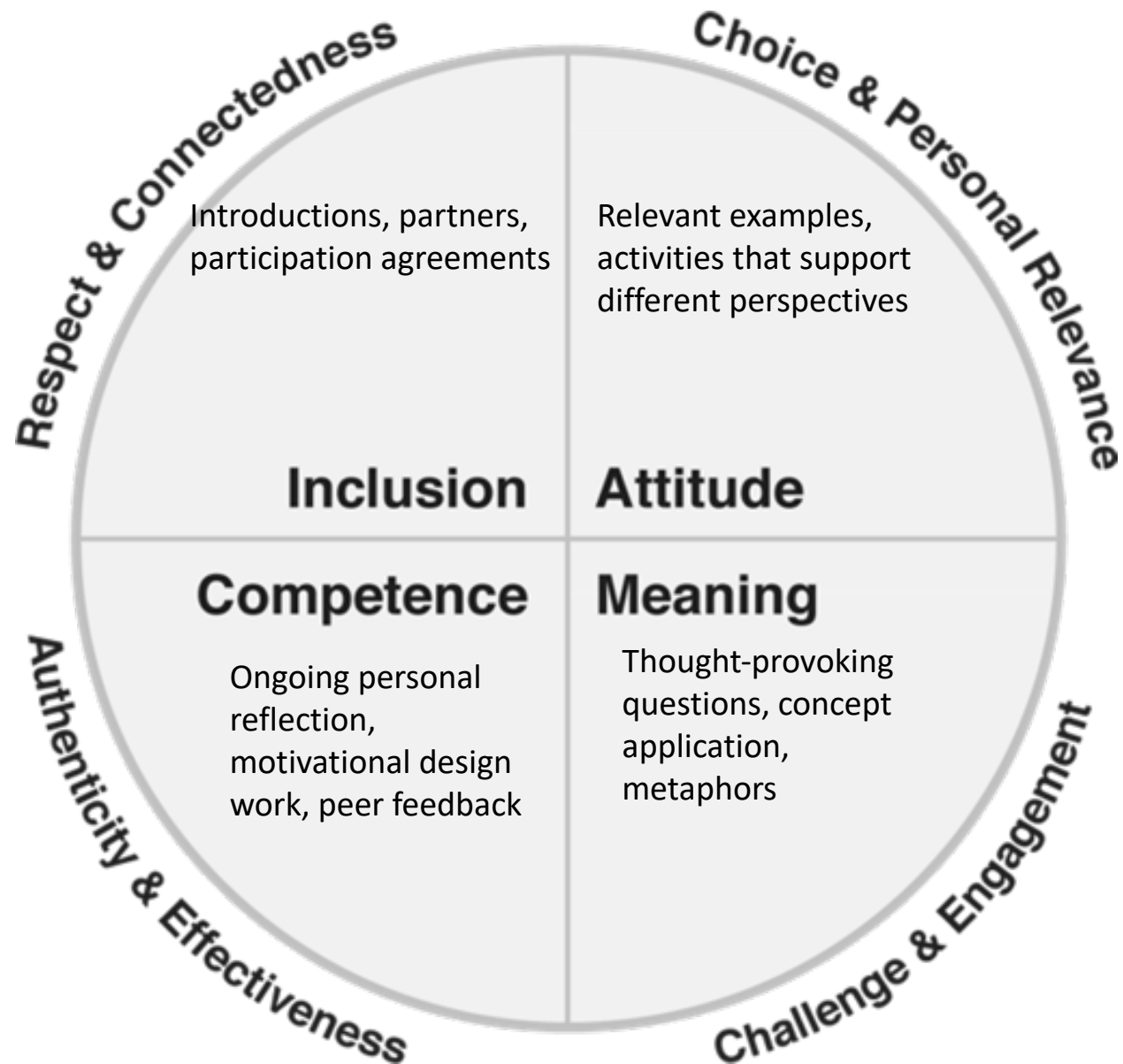
*Beyond scores on graded work, how have you helped learners see how capable they are?

*What data do you look at on a regular basis to improve your practice?

Effective Feedback: AIRE

- *Affirm* what the learner has *accomplished*. (You statements)
- Provide suggestions to *Improve*. (Specific, exemplified, and accurate)
- Suggest *Resources* for this improvement and how to access them.
- End with *Encouragement*.

Example: Today's Workshop





Please think back on today's session.

- What strategies will you apply to something that is upcoming in your work?
- What will you do to strengthen your teaching from a motivational perspective?

Text-based Protocol



Sample Text-based Protocol : B-N-S

In Triads...

review the protocol and designate a timekeeper.

Individually...

begin reading. Notice how information is organized and then use the following protocol to read and respond to the text (approximately 10 minutes).

Protocol -

B: Bracket meaningful text.

N: Note some of your own thoughts in the margin.

S: When you finish, go back and put **2-3 sticky notes** next to anything you would like to discuss with your partners.

Partners -

After approximately 10 minutes of reading and annotating, meet with your partners to prioritize a discussion point & begin discussing it, making sure everyone contributes.

Early finishers: www.unsplash.com for analogies. Motivation in culturally diverse settings is like _____ because _____

Ways to Enhance Retention & Goal Completion

- Assignment keeper and historian
- Generating roles within class that can be continued in collaborative groups outside of class.
- Creative approaches to how work or absences can be made up.

Where there is a will, there is a way” should be reversed and restated as “Where there is a way, there is a will.”

(p. 45) Anyon, 2005

THANK YOU!

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