Enhancing Motivation to Learn
Practical, Research-based Strategies

A keynote session at the Suffolk University
2017 Symposium on Innovation
in Teaching and Learning

Tuesday 16 May 2017 – 9:00 to 10:30 AM

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I. Assessing Values – [1]

Jot down 2 or 3 educational/ professional values that motivate you to invest time and energy in efforts like today's Symposium.

_____

_____

_____

Which value(s) did you mention?

A. Promoting more, deeper learning

B. Improving teaching effectiveness

C. Improving access, inclusion and success

D. Improving program's/school's reputation

E. Innovating with technology

F. When's the coffee break?

Page 1 bottom

II. Assessing Goals [2]

What are your <u>Learning Goals</u> and/or <u>Burning Questions</u> for this Symposium?

_____

_____

_____

My Intended Learning Outcomes (ILOs) for this Session

By the end of this session, you will have:

1. Identified at last two or three (2-3) <u>common factors that influence</u> student motivation to learn

2. Identified at least two or three (2-3) potentially effective <u>new strategies or techniques</u> to promote and/or assess student motivation to learn

3. Identified at least two (2) <u>useful resources and/or references</u> for follow up

4. Committed to making at least one (1) potentially useful <u>change in your practice</u>, and

5. <u>Exchanged ideas</u> with at least two (2) folks you don't normally talk with about these topics

In other words, I'm hoping you'll end this session with . . .

- Greater clarity about motivation
- Useful strategies and techniques
- Useful references/resources
- Motivation to risk a change(s)
- More connections with colleagues

Page 10 – Top half

XIII. Applications Card [5]

Ideas/Techniques

Possible Applications

A First "Balcony" Question

**Could there be advantages
to knowing something about
your students' values or goals
if you want to promote motivation
to learn?**

What was the point of Page 1?

Values influence goals

Goals influence motivation

Motivation influences investment and perseverance

Goals also influence openness to/interest in and motivation to use feedback

III. Assessing Interests – [1 & 3]

1. What is motivation? Is there more than one kind?
2. Why do some students seem more motivated than others?
3. To what extent are teachers responsible for enhancing motivation to learn?
4. What might learners do to enhance their own motivation?
5. What kinds of teaching might enhance motivation?
6. What kinds of assessment and feedback might enhance it?
7. What kinds of grading practices might enhance it?
8. Write in your own question(s):

   _____

**Suppose *"What is motivation"?*
got the most votes . . .**

How would you define it?

Motivation typically denotes . . .

Interest and engagement

A willingness to devote time and energy to achieve a specific goal(s)

A willingness and capacity to persevere

IV. The Plus-Minus-Question Mark Technique

- Intrinsic vs. Extrinsic motivation
- Self-efficacy vs. Self-esteem
- Stereotype threat
- Confirmation bias
- Academic mindset
- Volition
- *Bus, Parrot & Parking Lot Tests*
- Cognitive load
- Metacognition
- Self-regulation
- *The Dance Floor & The Balcony*

Second "Balcony" Question

If you followed directions:

Are you <u>more interested</u> in the list of terms on page 2 than you would have been if I'd simply told that information to you?

XIV. Seven Levers for Deeper Learning

1. Become aware of prior knowledge, beliefs & values

2. Set high, meaningful goals and expectations

3. Learn how to learn effectively

4. Understand assessment criteria and standards

5. Seek and find connections and applications

6. Collaborate effectively

7. Invest actively engaged time and effort

V. Six Dimensions of Higher Learning Outcomes [1, 2 & 4]

% Your Past?   *% Their Future?*

_____	*Factual Learning*	_____
_____	*Conceptual Learning*	_____
_____	*Procedural Learning*	_____
_____	*Conditional Learning*	_____
_____	*Metacognitive Learning*	_____
_____	*Reflective Learning*	_____

100%   **100%**

3rd *Balcony Question*

Which of those six dimensions needs and deserves the most focus if we aim to foster:

Sustained motivation?
Problem-solving?
Innovation?
Lifelong learning?

Metacognition involves . . .

- ## Self-Awareness

  Knowing that and when you are thinking

- ## Self-Monitoring

  Noticing the quality/intensity of your thinking

- ## Self-Regulation

  Directing/Correcting your thinking

Reflection requires metacognition, but goes beyond it to affect/change values, beliefs, actions and/or habits
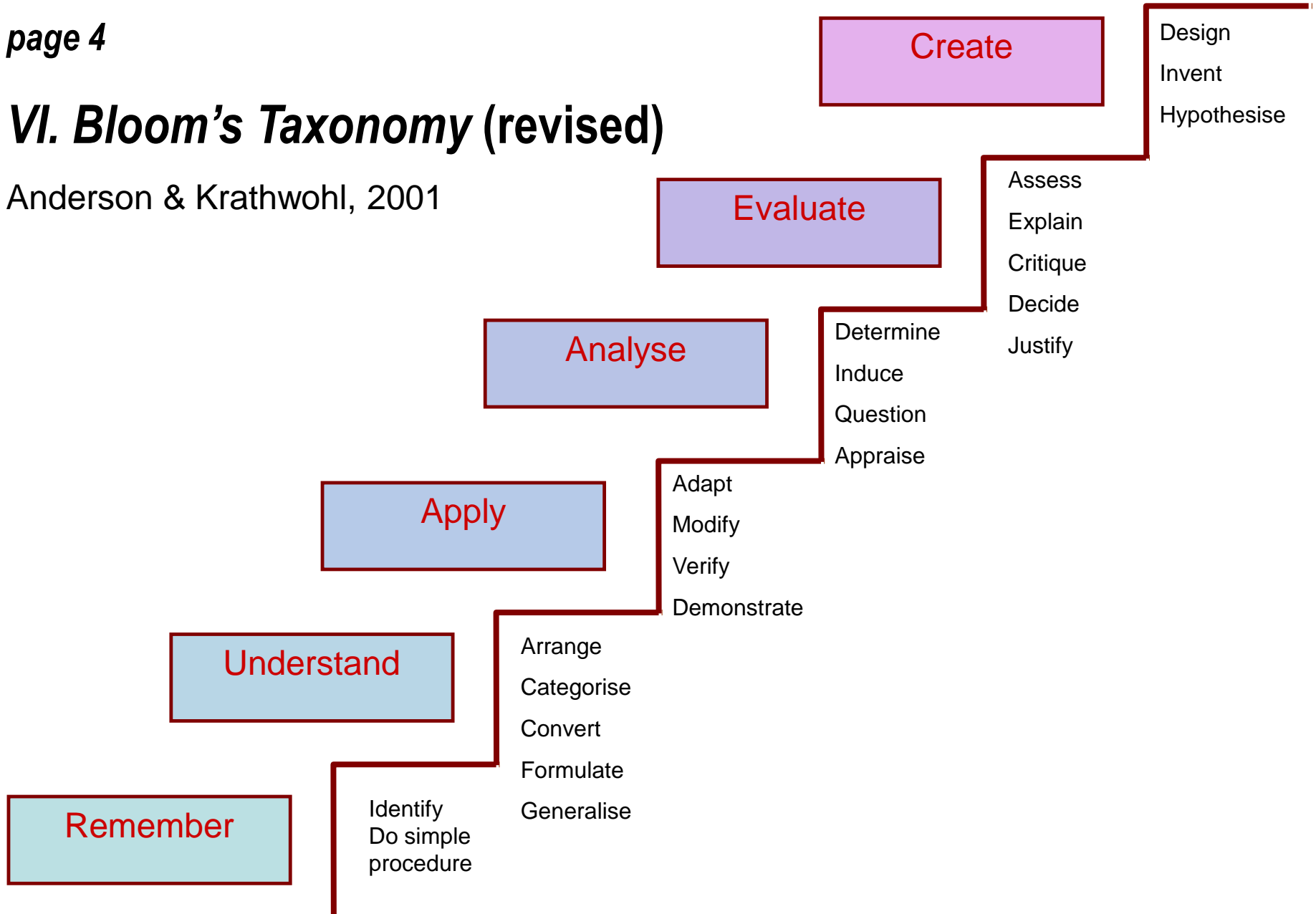
A *Reflection-in-Action* Exercise

Rate your own learning approach thus far in the session:

1. Disengaged *(I don't see the point, or I already know all this.)*

2. Semi-attentive *(Checking in and out, per my interests.)*

3. Engaged recipient *(I'm taking it all in, but quietly.)*

4. Active Participant *(I'm contributing & cooperating.)*

5. Reflective Synthesizer

    (I'm making connections to prior knowledge/experience and imagining how I might use this in my future work.)

Adapted from: Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, p. 135.

VI. Bloom's Taxonomy (revised)

Anderson & Krathwohl, 2001

Create

Design
Invent
Hypothesise

Evaluate

Assess
Explain
Critique
Decide
Justify

Analyse

Determine
Induce
Question
Appraise

Apply

Adapt
Modify
Verify
Demonstrate

Understand

Arrange
Categorise
Convert
Formulate
Generalise

Remember

Identify
Do simple
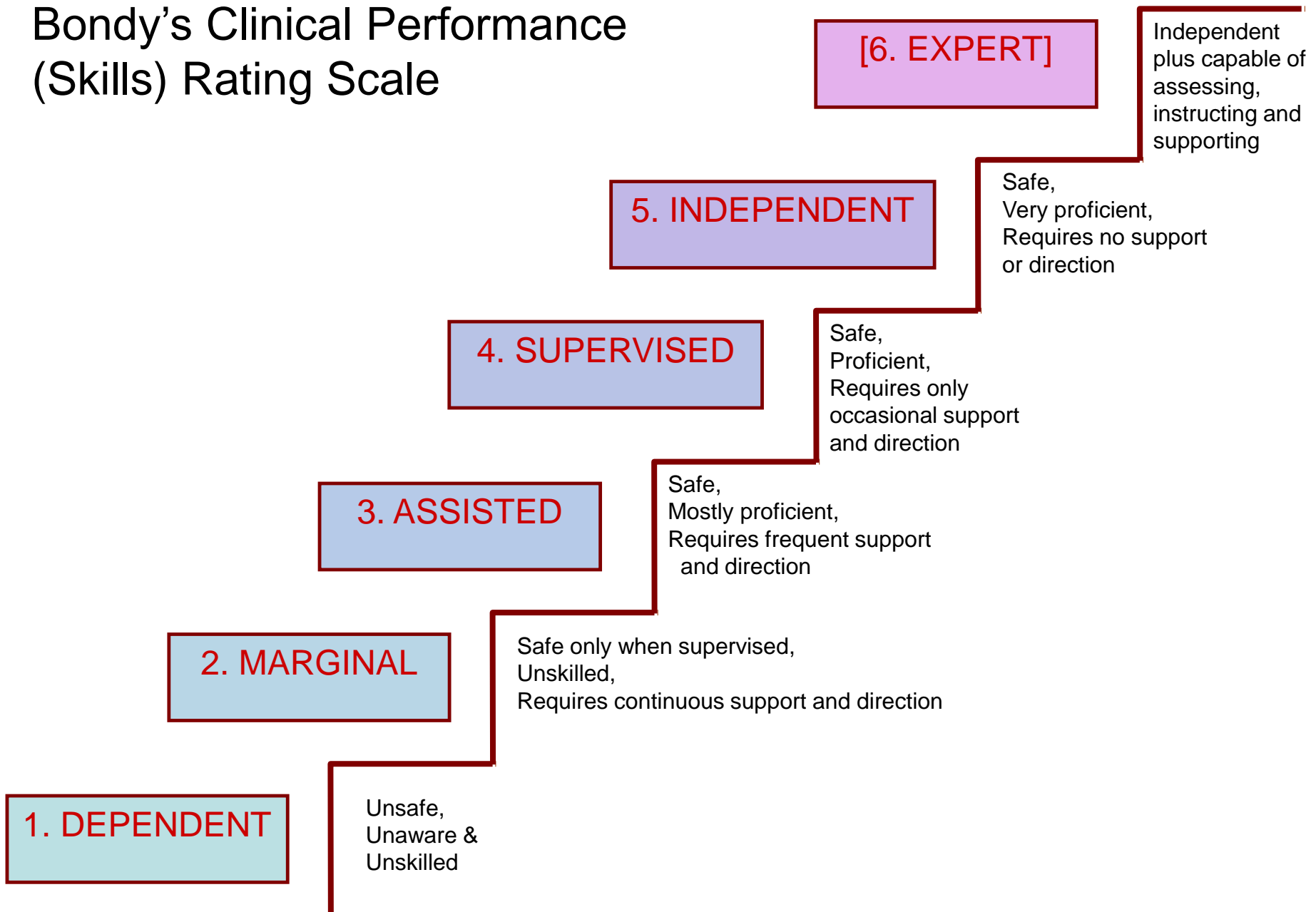procedure

Page 4 – bottom

"Blooming" – [1, 3 & 4]

Categorizing Questions by Bloom's Taxonomy Levels (Blooming)

By systematically varying the elements of the task, we can better assess and promote transfer and deep learning.

Page 5 - top

VII. The Bondy Scale – [1, 3 & 4]

Bondy's Clinical Performance (Skills) Rating Scale

[6. EXPERT]

Independent plus capable of assessing, instructing and supporting

5. INDEPENDENT

Safe,
Very proficient,
Requires no support or direction

4. SUPERVISED

Safe,
Proficient,
Requires only occasional support and direction

3. ASSISTED

Safe,
Mostly proficient,
Requires frequent support and direction

2. MARGINAL

Safe only when supervised,
Unskilled,
Requires continuous support and direction

1. DEPENDENT

Unsafe,
Unaware &
Unskilled

Page 6 -

VIII. A sample rubric – [4, 6 & 7]

Why Give Learners Feedback?

- TO IMPROVE PERFORMANCE & ACADEMIC SUCCESS

- TO INCREASE INTEREST & MOTIVATION TO LEARN

- TO ILLUMINATE AND UNDERMINE MISCONCEPTIONS

- TO PROMOTE SELF-ASSESSMENT & SELF-REGULATION

- TO DEVELOP INDEPENDENCE AS LIFELONG LEARNERS

TO USE FEEDBACK WELL, LEARNERS NEED M.O.M.

- **M**OTIVATION – *COMPELLING REASONS TO USE IT*

- **O**PPORTUNITIES – *FOR SAFE, GUIDED PRACTICE*

- **M**EANS – *KNOWLEDGE & SKILLS FOR IMPROVEMENT*

Handout Page 7 – Bottom third

THE ORDER IN WHICH WE GIVE FEEDBACK MATTERS

CONSIDER THE FOLLOWING FIVE STEPS:

1ST - GOOD NEWS: WHAT WAS DONE *WELL*

2ND - BAD NEWS: WHAT STILL NEEDS *IMPROVEMENT*

3RD - OPTIONS: WHAT *CAN BE DONE* TO IMPROVE IT

4TH - PLANS: WHAT THE LEARNER *INTENDS* TO DO

5TH - COMMITMENTS: WHAT BOTH PARTIES *AGREE* TO DO, HOW, TO WHAT STANDARD, AND BY WHEN

HAVE YOU HEARD OF THE "FEEDBACK SANDWICH"?

It's not very nutritious

Page 8 - top

X. Effective, authentic feedback

Page 8 – Bottom half

XI. The GIFT

XII. A Draft Course/Teaching Feedback Form

What values do our course and teaching evaluation systems convey to students?

To faculty?

"The effectiveness of teaching is best evaluated by what the students do when the teacher is not present."

Applications Card – [5]

Interesting   *Possible*

IDEAS/TECHNIQUES   *APPLICATIONS*

XIV. Seven Levers for Deeper Learning

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5. Seek and find connections and applications
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Applications Card – [5]

Interesting　　　　　　　*Possible*

<u>*IDEAS/TECHNIQUES*</u>　　　<u>*APPLICATIONS*</u>

The Parking Lot Test

What, Why and How

Choose <u>one</u> of your possible applications.

Prepare to answer the three questions below about that specific application:

- <u>What</u> is it?

- <u>Why</u> do you think it might be useful?

- <u>How</u> do you think you might use it?

Thanks for your time and participation.

I look forward to learning from you today.