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.**
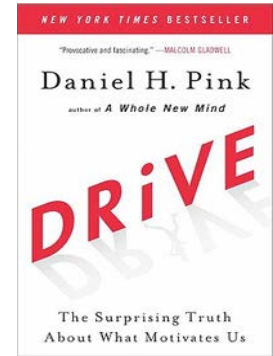
Research on Motivation and Engagement

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

- ✓ Purpose

- ✓ Mastery   http://www.danpink.com/

- ✓ Autonomy

ANTICIPATION GUIDE

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.

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1. ANTICIPATION GUIDE

Validates students' prior knowledge.
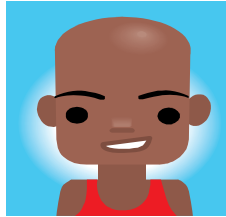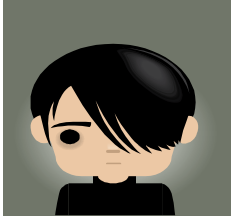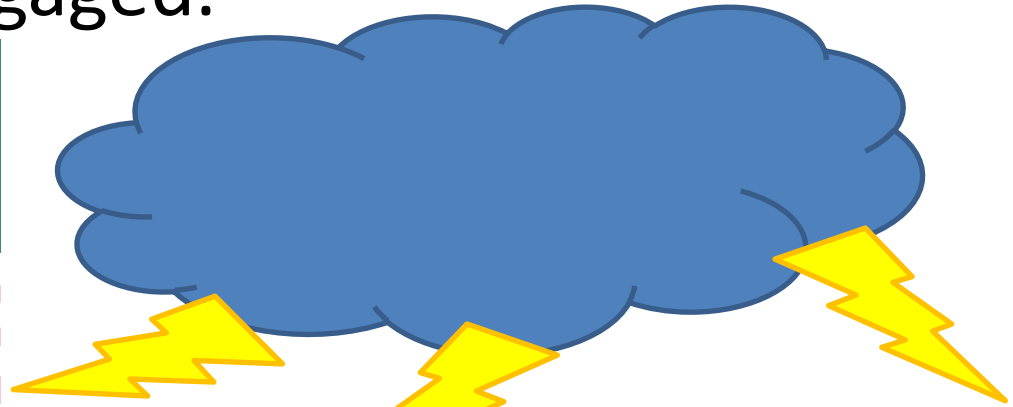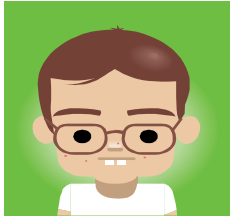
Encourages students to read for detail.

All opinions must be supported by evidence.

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

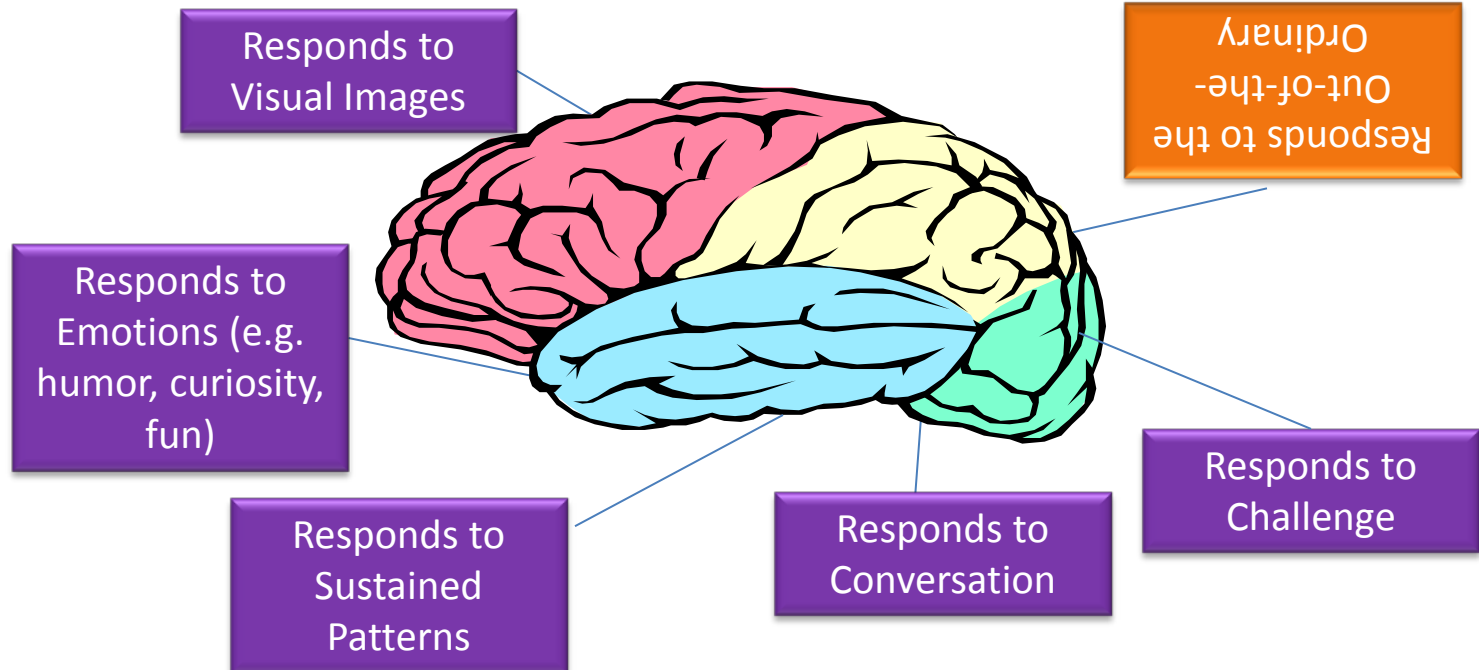Dr. Mark Forget *MAX Teaching with Reading and Writing*
http://www.maxteaching.com

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 the Out-of-the-Ordinary

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

Responds to Sustained Patterns

Responds to Conversation

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
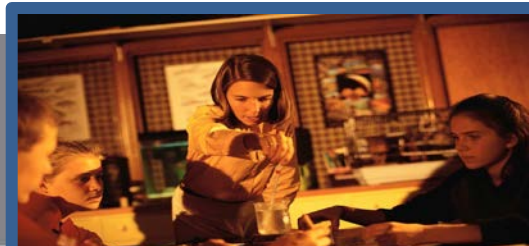
STUDENT LEARNING

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 **environmen**t of academic risk taking
❑ Teach students **structure, responsibility, and deadlines**

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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

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3. CORNELL NOTES

Sample Cornell Notes

Class Notes
If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.

Topic: Literary Elements

Name: Student A
Class: English 8
Period: 3
Date: 1/10/03

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 | · physical description
· dialogue
· actions / behavior
· opinions of other characters
· thoughts

What is conflict? | The problem of the story or book

Types of Conflict | man vs. man
man vs. machine
man vs. society
man vs. self
man vs. nature
man vs. unknown

Two categories of Conflict | 1) internal (inside character)
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

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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.

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.

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5. FRAYER MODEL

Definition	Characteristics
ACTIVE LEARNING	
Examples	Non-Examples

6. FIND SOMEONE WHO…

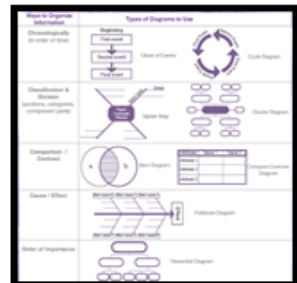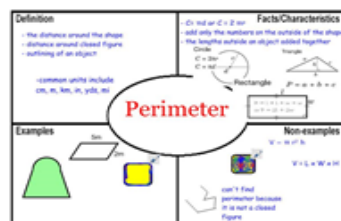| Find someone who …		Motivates and Engages Learners	
Organizes students into different groupings Dyads Triads Small Groups	Uses previewing strategies such as: Anticipation Guide, K-W-L, Video clip	Foldables	Uses strategies like Jigsaw to learn content in "digestible bites".
Uses Graphic Organizers to 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

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

8. ANNOTATE (Record of Thinking)

√ I Agree & Know This

? Raises a Question

+ Connection

* Interesting

! Important

X Disagree

Purpose

Mastery

Choice

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

Purpose

Mastery

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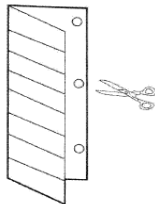
tab of about two inches.
Refold so that the newly formed pockets are on the inside. Use glue or staples to secure the outer edges. Students can place index cards or quarter-sheets of paper inside the labeled pockets.

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 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.
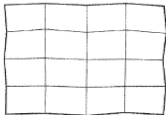
10. CELEBRATING ACCOMPLISHMENTS

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!
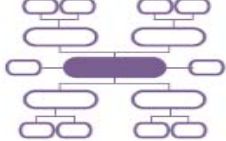
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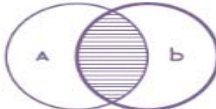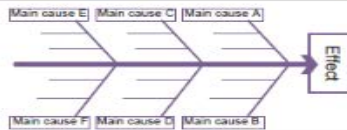SUMMER EDUCATION EVENT
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Purpose

- 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

Ways to Organize Information	Types of Diagrams to Use	
Chronologically (in order of time)	Beginning → First event → Second event → Final event — Chain of Events	First Event, Second Event, Third Event, Fourth Event — Cycle Diagram
Classification & Division (sections, categories, component parts)	Main Idea, Detail, Topic Concept Theme — Spider Map	Cluster Diagram
Comparison / Contrast	A, b — Venn Diagram	Attributes / Name 1 / Name 2; Attribute 1; Attribute 2; Attribute 3 — Compare-Contrast Diagram
Cause / Effect	Main cause E, Main cause C, Main cause A, Main cause F, Main cause D, Main cause B → Effect — Fishbone Diagram	
Order of Importance	Hierarchal Diagram	

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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

VOTE WITH YOUR FEET

Providing engaging activities motivates students to learn.

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

Strongly Disagree   Disagree   Agree   Strongly Agree

13. COLLABORATIVE POSTER

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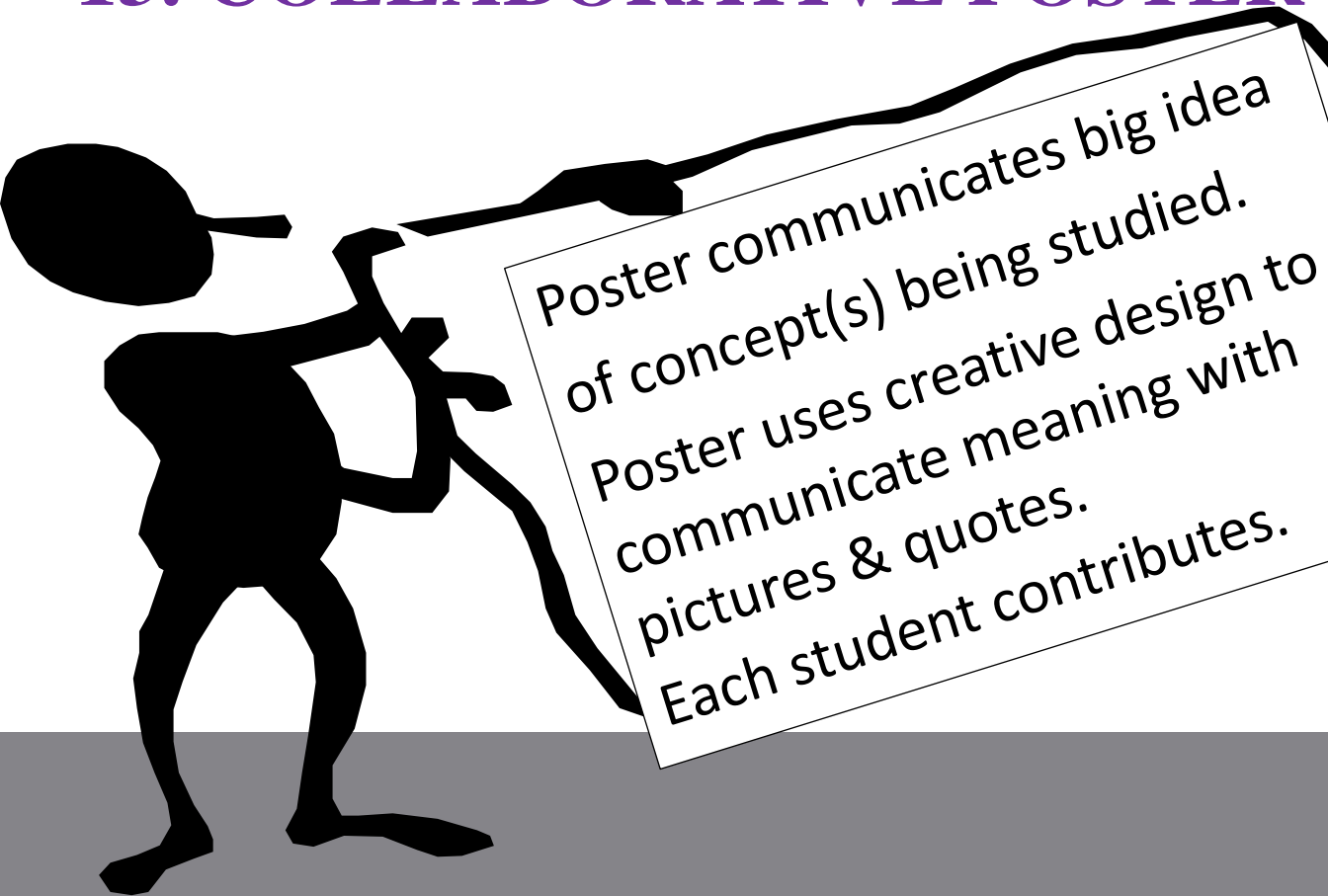
Purpose

Mastery

Choice

14. **THINK/PAIR/SHARE**

Question: _____

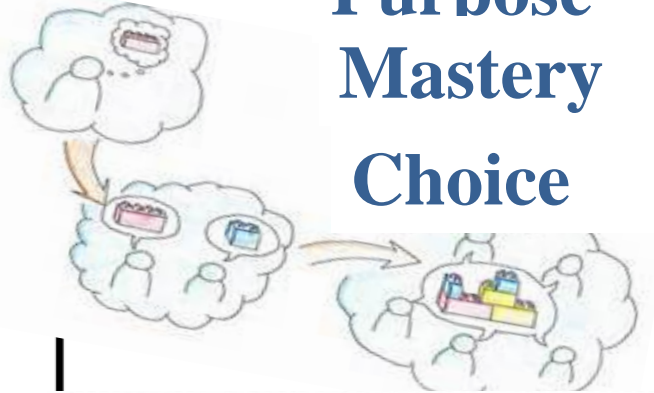| Think about your answer. Write it down, if needed. |

↓

| 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.

15. CHOICE BOARDS – DIFFERENTIATION

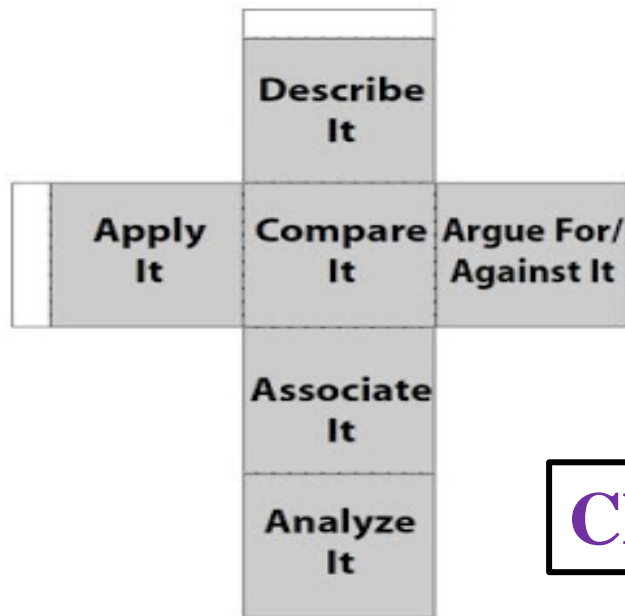| Purpose	Mastery	Choice
rize Facts or ideas which are important in determining genetics	Dominant and recessive traits as they relate to Mendel's Pea Plants	Meiosis and mitosis
Predict What a person might look like using the Punnett square	**Unit Test**	**Show** A model of a DNA strand with a key
Survey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

16. CUBING

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

Describe It

Apply It | Compare It | Argue For/Against It

Associate It

Analyze It

Mastery

Choice

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17. THREE – LEVEL STUDY GUIDE

Guides students into higher levels of comprehension

Purpose

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
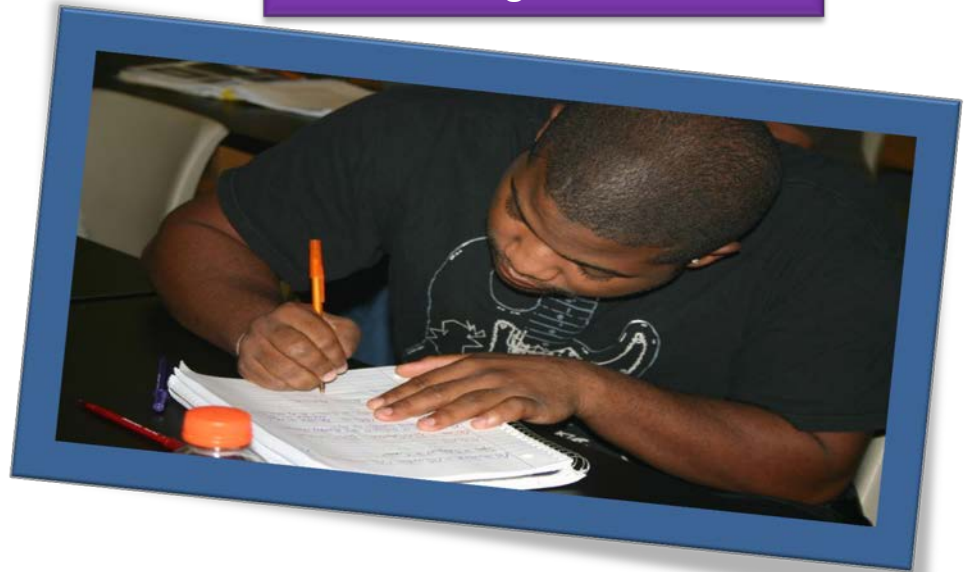
Mastery

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.

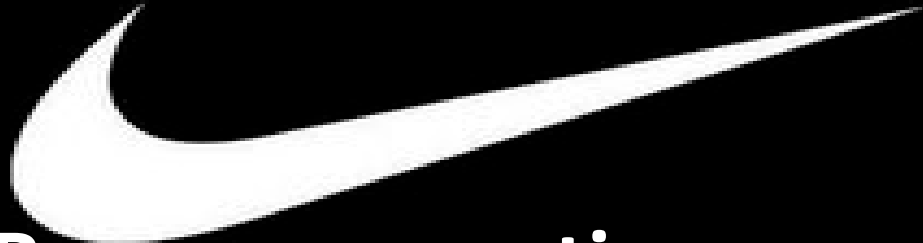Visual images engage the imagination

Purpose

Mastery

Choice

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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

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.

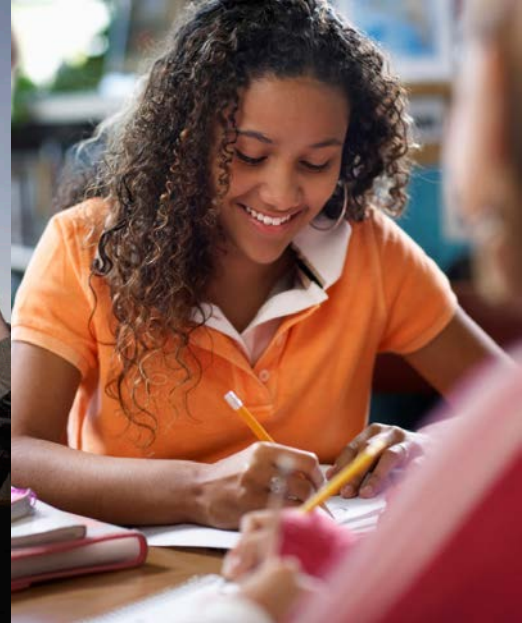**Provide feedback** about the materials and teaching.

Student Engagement

PURPOSE   **MASTERY**   **AUTONOMY**

www.ted.com/talks/dan_pink_on_motivation

"The surprising truth about what motivates us." Daniel Pink (2009)

THANK YOU!

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