HELPING STUDENTS COME ALIVE
MOTIVATION 3.0
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Creative Connections

How Are You Motivated?
■ Please fill out survey on the top of the packet on the table.
■ Score the questionnaire using the scoring section on the bottom of the 2nd page.
■ Transfer the points you assigned each question to the space on the scoring section.
■ Add each section and divide by the number of questions in section
■ Please do not turn past the 2nd page ☺

(Partial of Motivated Strategies for Learning Questionnaire Duncan & McKeachie, 2005)

What Star Wars Teaches Us About Motivation
Yoda, the Master Teacher

- (Y) So certain are you? Always with you it can’t be done.
- (Y) No, No different only different in your mind. **You must unlearn what you have learned.**
- (Y) No, try not. Do or do not there is no try!
- (L) I can’t it’s too big. (Y) Size matters not. Look at me judge me by my size do you?
- (L) You want the impossible!
- (L) I don’t believe it. (Y) That is why you fail!

Out With The Old In With The New

- **Motivation 1.0**
  - *Staying Alive*

Candle Activity

- Get in to groups
- You have been given a bag of supplies
- Your task is to figure out a way to attach the candle to the wall (foam board)
- Work together with your group to accomplish the task
Out With The Old In With The New

- Motivation 2.0
  - To Improve
- How?
  - Rewards: If-Then
- Why they do not work?
  - They can extinguish intrinsic motivation.
  - They can diminish performance.
  - They can crush creativity.
  - They can crowd out good behavior.
  - They can become addictive.
  - They can foster short-term thinking.

When to Use Rewards

- Is the task mostly routine?
  - Yes
  - Can you increase the task’s challenge or variety, or make it less routine?
  - No

The Adventures of Tom Sawyer
Out With The Old In With The New

- Motivation 3.0
  - To thrive
- How?
  - Concerns itself less with the external rewards an activity brings and more on the inherent satisfaction of the activity itself.

The Three Elements of Thriving

- Purpose
  - In the service of something larger than ourselves

- Autonomy
  - Self-directed

- What is Needed?
  - What they do
  - When they do it
  - Who they do it with
  - How they do it
The Three Elements of Thriving

- **Mastery**
  - Get better at something that matters
- Mastery is a mindset
  - Effort
  - Grit
  - Deliberate practice

Flow

- Action & Awareness Merge
- Sense of Control
- Loss of Self-Consciousness
- Transformation of Time

Conditions for Motivating Learning

1. We feel ok
2. It matters
3. It’s active
4. It stretches us
5. We have a coach
6. We have to use it
7. We think back on it
8. We plan our next steps

Cushman, 2014
Strategies for Motivating Students (Nilson, 2010)

- **Persona**
  - Deliver your presentations with enthusiasm and energy
  - Explain your reasons for being so interested in the material, and make it relevant to your students
  - Get to know your students
  - Foster good lines of communication
  - Use humor where appropriate
  - Maintain classroom order and civility to create a positive learning environment

Creating a Classroom
“Before you can teach them, you have to reach them”

Strategies for Motivating Students

- **Your Course**
  - Design with care and explain organization and rationales to students
  - Use readings activities that help students move beyond simple dualistic beliefs
  - Highlight the potential of what they are learning
  - Link new knowledge to why they need to know this
  - Send class time with engaging and intrinsically motivating activities
Strategies for Motivating Students

- **Your Teaching**
  - Explain why you have chosen activities, etc.
  - Focus on learning
  - Help them see how to transfer what they are learning
  - Make activities meaningful and worthwhile
  - Use realistic examples and activities
  - Use a variety of presentation methods
  - Give strategies for studying and being successful in course
  - Hold students to realistic high expectations

- **Assignments and Tests**
  - Reinforce that all students can improve their learning
  - Provide man and varied opportunities
  - Sequence learning outcomes and assessments to foster success
  - Set realistic performance goals
  - Allow students options in demonstrating their learning
  - Evaluate work with explicit rubrics
  - Give prompt and constant feedback
  - Accentuate the positive, confine negative to performance not performer
  - Tests should be a means of showing students what they know not what they don’t

5 Tips to Motivate and Persuade Students (McCarty & Siccone, 2001)

- Know your audience
- Get their attention
- Communicate Benefits in relevant terms
- Be persuasive in getting students to act or do as they learn
- Make it memorable
“Motivation is not something that you do TO people, it is something you do WITH people.”

(McCarty & Siccone, 2001)

References