# MOTIVATION, ENGAGEMENT, AND STUDENT VOICE: PROFESSIONAL DEVELOPMENT SERIES
## MOTIVATION MODULE

# INTRODUCTION

This professional development module was created as part of a partnership between Students at the Center, a Jobs for the Future initiative, and the Connecticut Association of Public School Superintendents. Six Connecticut high school teachers worked closely with researcher and lead author of "Prioritizing Motivation and Engagement" in *Anytime, Anywhere: Student-Centered Learning for Schools and Teachers*, Dr. Eric Toshalis, and Jobs for the Future staff to engage in a learner-centered development process resulting in a PD curriculum designed to be delivered in a learner-centered manner. The completed PD series consists of four modules of 4 lesson hours each, totaling around two full days of PD.

The full professional development series includes:

> **Motivation Module**

   In this module, participants will explore how teacher behaviors can affect student motivation. The module includes an exploration of the malleability of student motivation, explores teacher best practices for motivating students, and compares reward/punishment or praise motivation to intrinsic motivation.

> **Engagement Module**

   In this module, participants will explore definitions and personal experiences with student engagement, review and apply research-supported strategies to increase engagement, learn to identify and evaluate engagement, and make adjustments to lesson plans and classroom practice to increase student engagement.

> **Self-regulation Module**

   In this module, participants will learn to identify and support students who struggle with self-regulation. Participants will leave these sessions with a teacher-generated document to bring back to the classroom and use with their students in support of self-regulation.

> **Student Voice Module**

   In this module, participants will assess how much student voice is cultivated in their school or district, identify ways to support and encourage student voice within the class and school, and define potential barriers to student voice.

# INTRINSIC/EXTRINSIC MOTIVATION
## LESSON 4

By Dave Tristine and Ken Parcella, with Tobie Baker-Wright and Eric Toshalis

## LEARNING OUTCOMES

At the end of this unit, participants will be able to:

> Explain the difference between intrinsic and extrinsic motivation.

> Use techniques and strategies to develop intrinsic motivation in students.

## ESSENTIAL QUESTIONS

> What motivates students?

> What are the long-term effects of rewards and/or punishments?

> What techniques in the classroom foster the development of intrinsic motivation?

## MATERIALS

> Projector and facilitator **slides**

> computer with speakers connected to internet

> **Graphic organizer**

> Daniel Pink video: **https://www.youtube.com/watch?v=u6XAPnuFjJc**

> Copies of **Interview with Alfie Kohn**

> Copies of **4A's protocol**

> Handout: **Instead of This . . . Try this**, with suggested responses for **facilitator**

## TOTAL TIME

> 80 Minutes

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## ENGAGE: BUILDING CONNECTION AND PURPOSE

| Time | Facilitator Steps |
|---|---|
| 10 minutes | Before the workshop begins, post the following signs in each corner of the room high enough for all to see: |

> Agree

> Strongly agree

> Disagree

> Strongly disagree

The *strongly agree* and *strongly disagree* signs should be in opposite corners.

Say: *We concluded the last workshop by thinking of a shift we could make in praising our students, and see how they respond to this shift. Would anyone like to share their experience?*

After sharing, thank the participants for trying out something new, and taking a risk and sharing it with their peers.

### Four Corners Activity

Say: *We are now going to do an activity called "Four Corners." Some of you may be familiar with it, but everyone does it a bit differently. Let me share today's protocol.*

> *Everyone must stand in a corner (no standing in-between).*

> *Everyone must have specific reasons for standing where they are and be ready to articulate those reasons.*

> *People should move quietly to each corner. There will be an opportunity to discuss once selections have been made.*

Ask participants to choose a corner for each of the statements.

After each statement/move, have participants talk to another person in the corner.

Finally, select participants to share their stance.

Ensure that at least one set of opposing views are shared for each statement.

Facilitators should not comment or correct participants during this activity.

Statements:

> Human beings are easily manipulated with incentives and their behaviors are predictable.

> If you offer rewards for a certain behavior, people will demonstrate more of the rewarded behavior.

> If you punish a behavior, people will demonstrate less of the punished behavior.

Students at the Center author Eric Toshalis reflects on rewards and punishment.

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## DEEPENING KNOWLEDGE

| Time | Facilitator Steps |
|------|-------------------|
| 15 minutes | **Video with Graphic Organizer**<br><br>Show the video clip by Daniel Pink on the effects of different types of motivation.<br><br>Pass out the Graphic Organizer for participants to take notes on during the video.<br><br>After watching the video, ask:<br>*How many of you would now reevaluate your positions from the Four Corners activity?*<br><br>Then ask a few volunteers to describe what shifted in their opinions and why.<br><br>Display the main takeaways from the video on a board/screen/poster:<br><br>> Incentive programs work as expected for tasks involving mechanical skills.<br><br>> Reward systems decrease performance for tasks involving cognitive complexity.<br><br>> Three factors have been shown to lead to better performance. They are:<br><br>» **Autonomy:** the desire to be self directed<br><br>» **Mastery:** the inclination to get better at something<br><br>» **Purpose:** a sense or feeling that what you're doing has meaning<br><br>Say: *Take a moment to think about what these take-aways mean in terms of student motivation in the classroom.*<br><br>Ask participants to quietly write their thoughts on the prompt for about a minute. |
| 20 minutes | **Reading with Graphic Organizer**<br><br>Thinking of thoughtful groupings, form groups of 4-6 participants<br><br>Distribute or draw everyone's attention back to the ASCD article, "Punished by Rewards? A Conversation with Alfie Kohn" and the 4A's Graphic Organizer to help frame their thinking. (See the article and 4A protocol breakdown in lesson #3. If there is additional time, allow for the full protocol and discussion.) |

This video illustrates the hidden truths behind what really motivates us at home and at work.
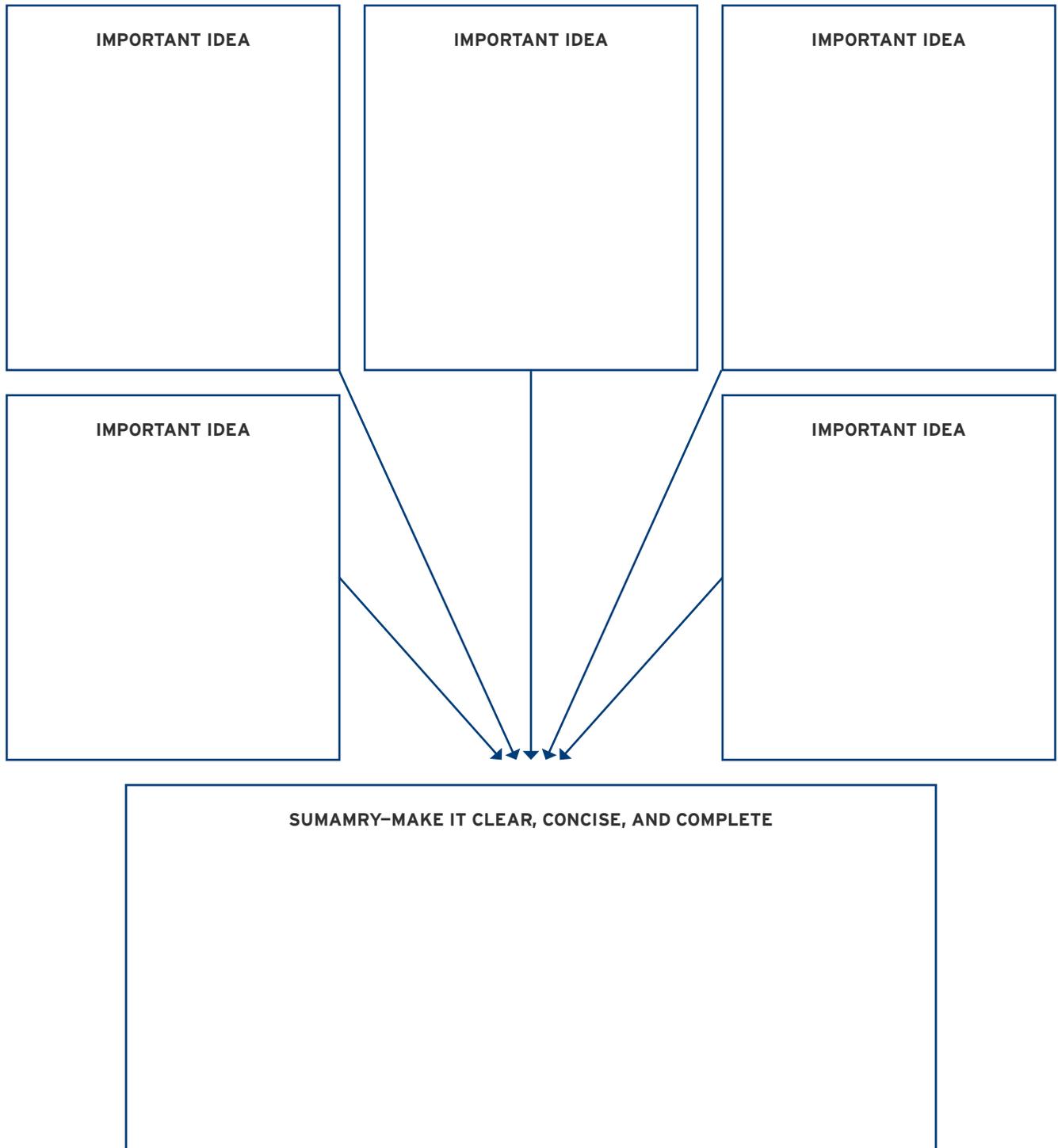
At this point in the module, participants may not need the protocol to help guide discussion. Remember as the facilitator to make adjustments for your group's needs.

## PROCESS & SYNTHESIS

| Time | Facilitator Steps |
|---|---|
| 35 minutes | **Instead of This . . . Try This**<br><br>This activity may also be used as a separate concluding workshop, specifically if more time is given to discussion of the Pink video and the Kohn article.<br><br>Say: *Using the information from the video and the Kohn article, we will discuss and invent ways to make changes in our classrooms.*<br><br>Explain that the activity assumes that everyone is committed to constantly improving their teaching methods, and is ready, willing, and able to critique, collaborate, and provide specific suggestions for how to do this work better.<br><br>Pass out to each group a copy of the Instead of This . . . Try This worksheet.<br><br>Groups discuss the items in the left "instead of" column, and invent alternatives to place in "try this" column. Encourage them to use information from the Kohn and Pink work, as well as other material from prior workshops.<br><br>After groups have completed the handout, conduct a large group discussion with groups comparing their answers and critiquing them. Be certain to introduce and discuss one "instead of" scenario for discussion at a time. See Facilitator Version for possible answers.<br><br>**Closure**<br><br>Say: *After our work together over the course of this module, what has been your biggest ah-ha! moment? How will this shift your practice in the coming week?* |

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**IMPORTANT IDEA**

**IMPORTANT IDEA**

**IMPORTANT IDEA**

**IMPORTANT IDEA**

**IMPORTANT IDEA**

**SUMAMRY—MAKE IT CLEAR, CONCISE, AND COMPLETE**

# INSTEAD OF . . . TRY THIS

## ACTIVITY

| INSTEAD OF . . . | TRY THIS . . . |
| --- | --- |
| Praising students for how "smart" they are . . . | |
| Getting discouraged that some students don't seem to want to learn or care about their education or are afraid of being labeled negatively by their peers due to their success at school . . . | |
| Feeling frustrated that some students are not motivated enough or not engaging in school sufficiently . . . | |
| Grouping students by their skill/performance levels . . . | |
| Saying, "Pay attention". . . | |
| Grading based only on correct answers and requiring student to "show their work" . . . | |
| Asking individuals or groups "How's it going?" as a way of checking on their progress . . . | |

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# INSTEAD OF . . . TRY THIS

## SUGGESTED RESPONSES

| INSTEAD OF . . . | TRY THIS . . . |
|---|---|
| Praising students for how "smart" they are . . . | Talk with students about how hard they worked, what strategies they used, what they overcame, how they struggled but persisted, and what they intend to do to build on their success. |
| Getting discouraged that some students don't seem to want to learn or care about their education or are afraid of being labeled negatively by their peers due to their success at school . . . | Identify which parts of their schooling experiences might cause some students to separate academic success from their identity and home culture. |
| Feeling frustrated that some students are not motivated enough or not engaging in school sufficiently . . . | Examine the contexts, experiences, and beliefs of those students to determine where they do express motivation and in which activities they are engaged. |
| Grouping students by their skill/performance levels . . . | Develop, scaffold, and monitor an assignment/project in which heterogeneously grouped students all have ways to contribute and help one another achieve. |
| Saying, "Pay attention". . . | Say, "Think about how you're managing distractions right now and which strategies you might use to re-focus." |
| Grading based only on correct answers and requiring student to "show their work" . . . | Ask students to describe the strategies they used to arrive at their answer and then work with a partner to evaluate the correctness or accuracy of the answer they generated. |
| Asking individuals or groups "How's it going?" as a way of checking on their progress . . . | Ask individuals or groups to show you which portions of their work they are most confident about, and which might still require futher inquiry and effort; then ask them what they plan to do to move forward. |

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# 4 A'S PROTOCOL

| What are the **absolute important** points of the article? | What do you **agree** with in the text? |
|---|---|
| **Are there any sticking points to argue?** | **What would be actions that you would recommend in the educational setting as a result of this reading?** |

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*nellie mae*
**EDUCATION FOUNDATION**