



Motivation By Design

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What are your biggest student motivation challenges?

What question(s) do you bring to this session?

The challenge of student motivation versus teacher motivation:

Ask them: Motivational interviewing (Miller and Rolnick)

Follow the platinum rule – give them what they need; ask them ... and yourself. Make it obvious how the two connect.

Design a terrific course:

Time put in on the front end, saves it on the back in problems prevented. (Bain, 2004; McDonald, Larson, Dansereau, & Spurlin, 1985; Millis & Cottell, 1998; Zoller, 1999);

Motivate students with:

Meaning
Emotions
Connection

Motivate with Meaning

Exercise: Big Questions (Fink, 2003; Richlin, 2006; Nilson, 2010)

List some answers to your Big Questions.

Teach for learning not for teaching

Tie learning activities to the Big Questions; you are the expert on what they need from the field (Nilson, 2010)

Use active learning

Plan lively classes which keep students' interest and puts responsibility on students. (Bain, 2004)

End goals	Learning activities	Assessments (pre & post)	Resources	Timelines

Create meaning with a great syllabus

One which sets tone; provides clarity (Grunert O'Brien et al., 2008), eases anxiety (Clement, 2010);

Puts students into peak performance zone (flow) (Csikszentmihalyi, 2008)

Components of a great syllabus;

- Clear policies and rationales
- Grading rubrics
- Time frames and deadlines
- Contact information and boundaries
- Responsibilities of students and teacher

Engage Emotions

Role of atmosphere

Role of story

Role of humor

Role of atmosphere

Taking time to build community of learners promotes learning and prevents classroom management problems.

Communicate positive expectations (growth mindset) (Dweck, 2008; Good, 1987)

Respect diversity of talents, ways of learning, etc. (Good, 1987)
Improve your discussion skills (Leonard, 1991)
Teach for recall – that is what makes them successful (McKeachie & Svilinki, 2013)
Give students control – let them pick variations on assignments (Hutchings, 2005; Sparks, 2010) McDonald, Larson, Dansereau, & Spurlin; 1985; Millis & Cottell, 1998; Zoller, 1999)

Role of story

Helps brains remember better

Role of humor

Pluses and a few negative

Connect to communicate

Make great first impression
Use social intelligence
Be fully present to each task and each person
Multitasking doubles time for each task and cuts down effectiveness by 50%.
Staying centered helps you work better and students learn better (Palmer, 1998)
Model effective work habits for your students (Boice, 2000)
Have meaningful office hours both in person and electronically (Zack, 1995)
First exposure (Walvoord & Anderson, 2010); flipped classroom
Use mini-lectures when appropriate.
Design modules with some didactic, some individual work, some group work.
Assess recall and application not recognition
Evaluate often - them and you.
Use technology before it uses you (Bowen, 2013)
Use flipped classroom and first exposure.
Exercise: learning activity

Help students create connection with each other

Use group work to teach thinking

They teach each other; frees you up for higher order work like consulting on the fly for teachable moments. (McDonald, Larson, Dansereau, & Spurlin, 1985; Millis & Cottell, 1998; Slavin, 1995)
Have printed guidelines
Have them set group norms.

They motivate each other with the threat of mild social embarrassment and a sense of responsibility.

Exercise: one way I could teach for better thinking:

Connect with pacing

First exposure (Walvoord & Anderson, 2010); flipped classroom

Use mini-lectures when appropriate.

Design modules with some didactic, some individual work, some group work.

Assess recall and application not recognition

Evaluate often - them and you.

Teach for flow (Csikszentmihalyi, 2008).

Use technology before it uses you (Bowen, 2013)

Use flipped classroom and first exposure.

Exercise: learning activity

Connect for thinking

Students will produce the kind of work that gives you joy and lowers the urge to spoon feed them. (Angelo, 1995; Angelo & Cross, 2010)

Problem solving vs. facts (Sage & Torp, 1997)

Student-centered work; they take responsibility (King, 1995; Oliver & Omari, 2000; Radmacher & Latosi-Sawin, 1995)

Use writing to teach thinking but make it easy to grade; more student learning.

Clear assignment worksheets (Walvoord, McCarthy, Robison et al., 1991)

Clear grading rubric (Walvoord et al., 1995a, 1995b)

Multi submission (Robison, 2013); coach stages of writing

Teach about plagiarism (Nilson, 2010)

In class – discovery, not graded; one minute papers

Support arguments with evidence (Walvoord & Anderson, 2010).

Connect with frequent feedback

Assess clearly and simply: Give grades that are easy to defend. Cut down on time-consuming negative interactions.

Connect great assignments to course goals with learning rationales included.

Make them meaningful but not labor intensive. (Walvoord & Anderson, 2010)

Use clear descriptions of requirements/rubrics to make grading quickly and fairer; students have criteria in front of them as they work. Spell out deadlines & consequences.

Explore assessments that don't require grading like one minute paper (Nilson, 2010; Walvoord & Anderson, 2010)

Use in-class time for grading/learning activities (CATs Angelo & Cross, 2010). Coach to better performance.

Assess yourself as well as students; compare with their ratings of you. (Drews, Burroughs, & Nokovich, 1987)

Collect, analyze, & report data (SoTL).

Exercise: Grading rubric

To get an A on this assignment you must:

To get a B on this assignment you must:

To get a C on this assignment you must:

Prompt and frequent feedback will help you and your students avoid wasting time doing things that don't work.

- Develop multiple submissions assignments. Coach the learning process with small nibbles giving just-in-time meaningful feedback – broad early, detail later.

Make changes after students give you feedback (Berk, 2006)

- Get student feedback early – maybe each class. (Use clickers or cardboard cards.)

Exercise: steps towards a completed project

(Tear off)

Contact info (please print legibly):

Name _____

Phone _____

Email _____

Goal	¼	½	¾	Final
Goal 1				

Teach habits for living including how to study in your discipline.

E.g. SQ3R

When students take responsibility, you save time chasing them.

Teach them how to study in your field: for example, in the social sciences you might

teach SQ3R: Survey, Question, Read, Recite, Review

Reading in the field (Nilson, 2010)

Time management and work-life balance (Robison, 2014)

Accountability (Weimer, 2002; Sher & Gottlieb)

Work smarter not harder: find your meaning and purpose, work from purpose, work intentionally – Afternoon workshop

References available by request.

(Please fill in the front and back of this tear off)

Workshop follow-up from Tufts University Teaching Conference – motivating students

I am interested in:

Receiving Susan’s *Professor Destressor* quarterly eNewsletter.

Attending Susan’s online seminar on Creating Powerful Dreams.

I have been thinking of working with a coach to work on increasing my own productivity and effectiveness. I would like to take Susan up on her offer of a ¼ hour complementary coaching session. My biggest challenge is

_____.