



TA Orientation 2023

# MOTIVATING STUDENTS

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# It's time to reflect...

- **When have you felt most motivated to succeed in the classroom?**
  - **Why do you think you felt so motivated?**



Fuglei, M. (2021). *Motivational interviewing: A sales technique at home in the classroom* [Photograph]. Resilient Educator. <https://resilienteducator.com/classroom-resources/motivational-questioning-as-a-teaching-technique/>

# Why is motivation important?



Weber, C. (2018). *Motivation Is a Symptom, Not a Cause*[Photograph]. Solution Tree Blog. <https://www.solutiontree.com/blog/motivation-is-a-symptom-not-a-cause/>

- **What is motivation?**
  - The process whereby goal-directed activities are initiated and sustained
- **How can motivation help us in the classroom?**
  - Motivation is a significant predictor of classroom success
    - Motivated students:
      - Persist longer in education settings
      - Engage more with class material
        - Expressing a deeper understanding of class content
- **Teaching is fun when students are motivated.**

# MOTIVATION

## INTRINSIC

# VS

## EXTRINSIC

# MOTIVATION

Driven by internal desires:

- Learning a new skill for pleasure
- Curiosity
- Taking new challenges
- Belonging
- Self-satisfaction

Induced by external factors:

- Positive rewards: Good grades, rewards, recognition, social pressure, etc.
- Negative rewards: Compulsion, fear of punishment, etc.

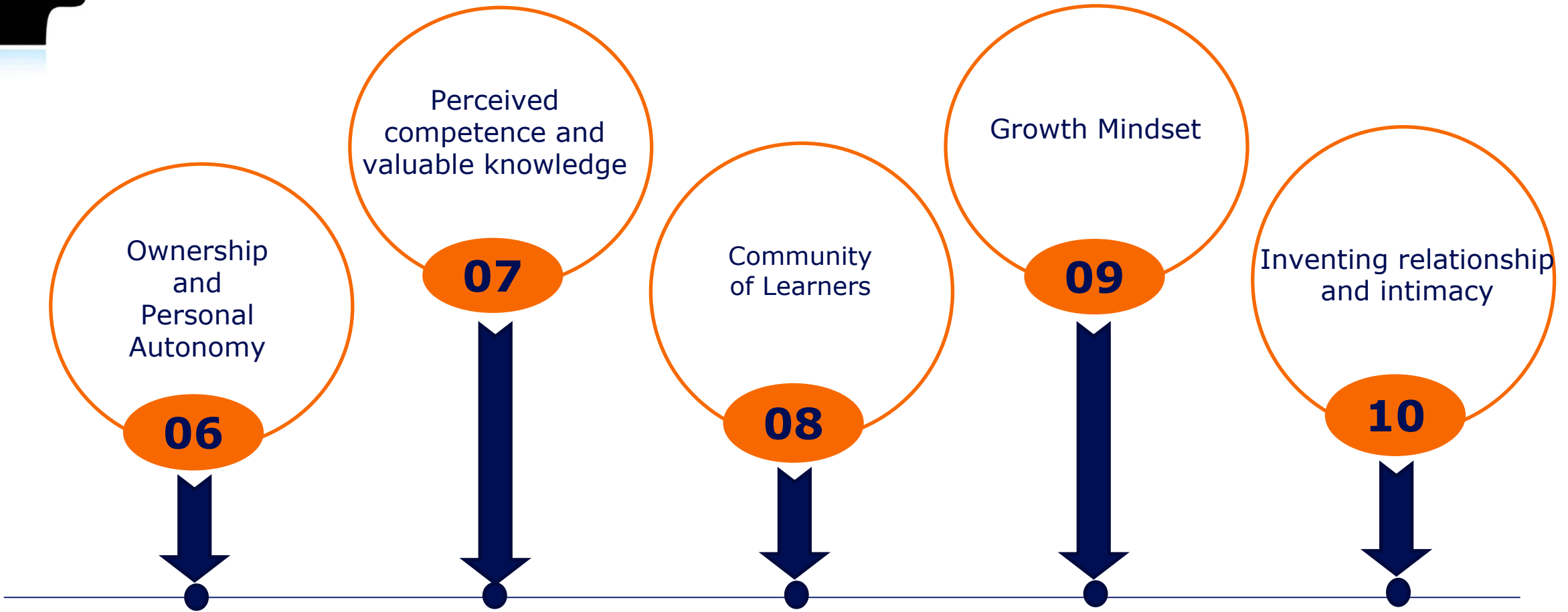


# Extrinsic Motivators





# Intrinsic Motivators



MOTIVATION

INTRINSIC

### Scenario 1:

I want to be a teaching assistant here at Syracuse University because I want to earn some money.

INTRINSIC

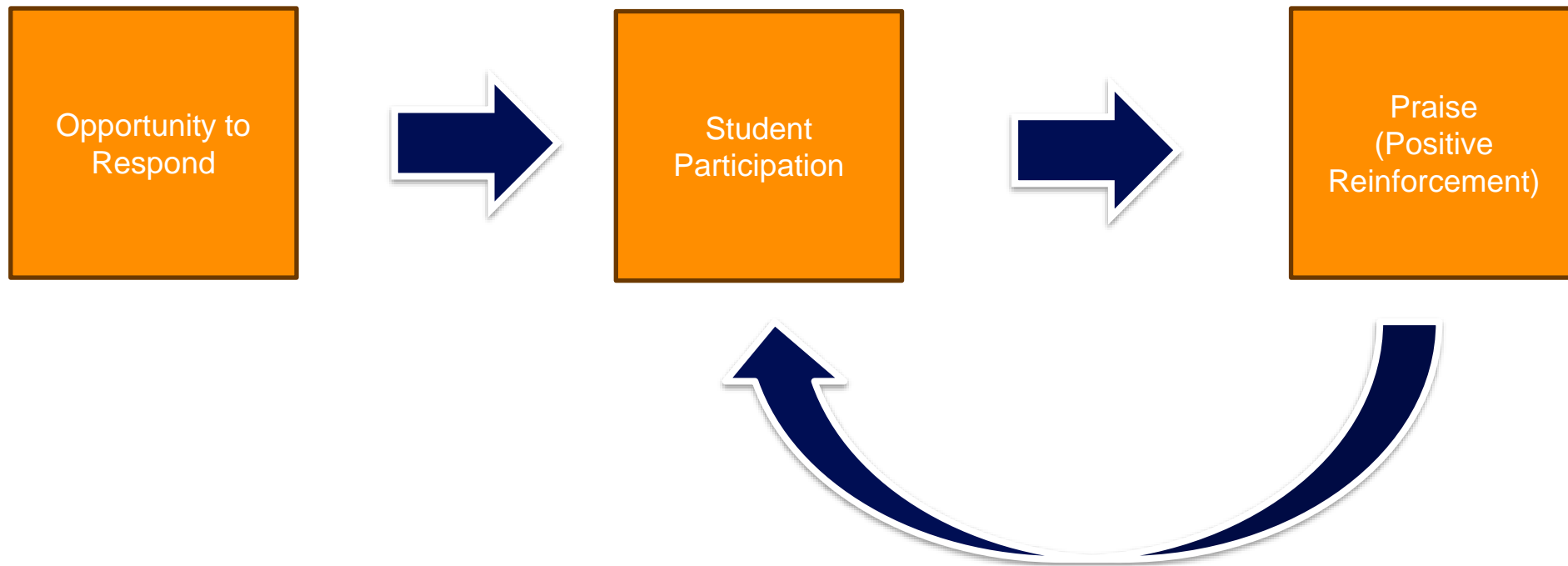
MOTIVATION

# Class Participation: Opportunities to Respond and Positive Reinforcement

- Opportunity to respond (OTR): an instructional strategy that promotes student responding
- Positive Reinforcement: adding something (praise) to increase the likelihood of a behavior (classroom participation) occurring again



# Class Participation: Opportunities to Respond and Positive Reinforcement



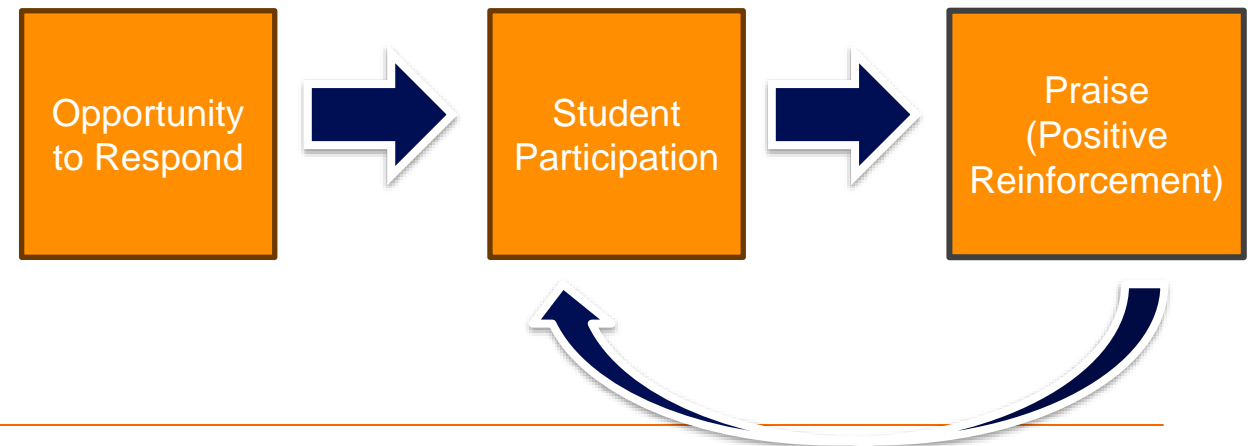
# Opportunities to Respond and Positive Reinforcement

Menu of Opportunities to Respond		
Specific OTR Strategy	Brief Strategy Description	Ways to Modify the Strategy
<b>Teacher-directed Individual Responding*</b>	A single student is given the opportunity to respond to a teacher directed question/task/etc.	<ul style="list-style-type: none"> <li>• Call on individual students with increased frequency</li> <li>• Utilize a round-robin method of individual response opportunities so all students are given a minimum OTR</li> </ul>
<b>Teacher-directed Unison Responding*</b>	All students are given the opportunity to simultaneously respond to a teacher directed question/task/etc.	<ul style="list-style-type: none"> <li>• Unison handraising</li> <li>• Non-verbal choral response (e.g., thumbs-up/down, holding up fingers)</li> <li>• Use of low-tech individual student response systems (e.g., response cards, white boards, guided notes)</li> <li>• Use of high-tech individual student response systems (e.g., iPads, clickers, computer assisted response systems)</li> </ul>
<b>Classwide Peer Tutoring (CWPT)</b>	Students work together in pairs to provide each other with opportunities to respond and contingent feedback	<ul style="list-style-type: none"> <li>• Differentiate student materials based on present levels of performance across groups</li> <li>• Adjust the length of the tutoring interaction (e.g., consider opportunities to respond that are similar to CWPT like “think-pair-share” that can be completed quickly vs. full peer-tutoring activities extending approximately 20 minutes)</li> </ul>

- A combination of teacher-directed individual responding and teacher-directed unison responding is known as **teacher-directed mixed responding**
  - Teacher-directed mixed responding is most effective when it occurs at a ratio of 30% individual response to 70% unison response (Hayden et al., 2012)

# Opportunities to Respond and Positive Reinforcement

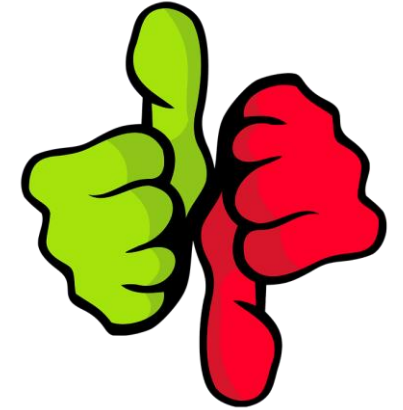
- What does positive reinforcement look like after a student provides a response?
- **Unconditional Positive Regard:** the attitude of complete acceptance and love, whether for yourself or for someone else
  - In the classroom:
    - Any form of participation can be followed by praise for the act of participating, regardless of the content of the participation
      - i.e., Your student is participating! That's enough to celebrate!
- Examples?



# Opportunities to Respond and Positive Reinforcement

- To review...
  - Opportunities to Respond
  - Positive Reinforcement (e.g., praise)
    - unconditional positive regard

# Follow Up Activity: Dos and Don'ts



## **Case study: Sam (pronouns: he, him, and his)**

Sam is a freshman majoring in Food Studies. At the beginning of his first semester, he was highly motivated to take your class and set goals to be extremely successful. After the first five weeks, he took the first midterm exam and the grade he received was not exactly what he expected. As a result, his motivation leveled off.

Now Sam comes to your class late and doesn't participate in class discussions. As an instructor, what motivation strategies might you apply to help Sam regain confidence and accomplish his goals?

**What can you do to motivate Sam in your class?**





# Dos & Don'ts

**Rule of thumb:** carefully observe changes in your students' behavior that indicate their preferences, persistence in achieving their goals, or vigor in learning the subject matter.

- Schedule a one-on-one meeting with Sam to discuss the exam he took.
- Find opportunities for Sam to gain extra credit.
- Provide intermittent reinforcement as Sam becomes more competent at a task in class.
- Communicate to Sam that you believe he can meet your high expectations.
- Give Sam practice with feedback before next assessment.
- Provide Sam with specialized OTRs and unconditional positive regard
- ...



# Dos & Don'ts

**Rule of thumb:** to observe a change in your students' behavior that can lead to their preferences, persistence in achieving their goals or vigor of learning the subject matter...

- Schedule a one-on-one meeting with Sam to discuss the exam he took.
- Find opportunities for Sam to gain extra credit.
- Provide intermittent reinforcement as Sam becomes more competent at a task in class.
- Communicate to Sam that you believe they can meet your high expectations.
- Give Sam practice with feedback before next assessment.
- Provide Sam with specialized OTRs and unconditional positive regard
- ...

- Do NOT make any threats before you have a talk with Sam.
- Do NOT ignore Sam's behaviors in class.
- Do NOT give Sam negative feedback about himself.
- ...

# To recap...

## Because of the interest and enjoyment in the task itself

- Ownership and personal autonomy
- Perceived competence and valuable knowledge
- Growth mindset
- Community of Learners
- Inventing relationship and intimacy



## Because of the outcome that will result by doing the task

- Creating solid bonds
- Grades
- Gamifying your course
- Rewards
- Visual Representation

**Provide Opportunities to Respond and Unconditional Positive Reinforcement**



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**Thank you!**



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