

Designing Motivation for All Learners[®]

Table of Contents

Overview	2
Course Description	2
Course Materials	2
Course Outcomes	2
Course Topical Outline	3
Course Portfolio Assessments	7
Bibliography	8
Additional Information	10

Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Designing Motivation for All Learners[®] is a 3-credit hour course that provides educators with specific strategies for creating a motivating learning experience for students. Participants explore the various dimensions of motivation, beliefs in ability, and self-efficacy as they analyze learner orientations and learning preferences. Participants evaluate their strengths as motivational leaders and assess the qualities of a motivational classroom environment. A variety of motivational classroom strategies designed to support content and enhance student motivation are experienced as participants evaluate how educators can positively impact their students' desire to learn and support them in becoming confident, self-directed, and successful learners.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to motivation.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Develop activities for the classroom that foster positive mindset and beliefs in ability in students.
5. Construct a learner profile and design interventions to enhance the student’s motivation and learning.
6. Design a lesson that incorporates keep, share, and give decision-making and utilizes strategies that model motivational leadership.
7. Design a lesson for the classroom that synthesizes various motivational strategies and enhances student engagement and learning.
8. Develop support structures for the classroom that provide support between student and teacher, student and self, and student and student.

Course Topical Outline

	List of Concepts
Section 1: Overview	Welcome and course overview; motivation activity and introductions; experience an activity and make correlations to motivation; motivational hooks and motivational hooks for the classroom; icebreakers and icebreakers for the classroom; assess prior knowledge; round robin of major course topics; prior knowledge strategies for the classroom; mind design reflection; relevant strategies for the classroom; complete a motivation self-evaluation and reflective motivation profile; develop

	<p>motivational hooks for the classroom; complete an assessment that requires reflective practice.</p>
<p>Section 2.1: The Dimensions of Motivation</p>	<p>Essential question, opening quotes, objectives, and section overview; interest inventory icebreaker; flexible grouping; research excerpts; dimensions of motivation: 1) fixed and growth mindset: correlations between intelligence and motivation; fixed and growth mindset; 2) attributing success or failure: motivational hook; effort, ability, task difficulty, and luck; the SUCCESS equation; self-efficacy; 3) analyzing beliefs in ability: motivational hook, beliefs in ability student profiles, formative assessment strategy: ticket out the door; complete an assessment that requires research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise.</p>
<p>Section 2.2: The Dimensions of Motivation</p> <p>Design Box 2: Strategies</p>	<p>Essential question, opening quotes, and section overview; strategies for affecting beliefs in ability and fostering a growth mindset; growth mindset article; growth mindset strategies: recognize strengths in self and others, address areas in need of improvement, change negative self-talk into positive self-talk, find the positives in negative situations, utilize positive affirmations; reflective motivation profile; relevant strategies for the classroom; mind design reflection; complete an assessment that designs activities for the classroom that foster positive mindset and beliefs in ability.</p>
<p>Section 3.1: Who Are Your Learners?</p>	<p>Essential question, opening quotes, section objectives and overview, and research excerpts; icebreaker that supports a community of learners; characteristics of the iGeneration and correlations to technology; strategies for engaging the iGeneration; states of student affect in learning: fear–attention–comfort–boredom, the zone of proximal</p>

	development, appropriately challenging work utilizing differentiation; strategies
Section 3.1: Who Are Your Learners?	for assessing risk and managing states of affect; learner orientation behaviors: self-limiting, hesitant, and mastery-oriented; learner continuum characteristics; choice as a motivation strategy; formative assessment strategy: poll the class; revisit the essential question.
Section 3.2: Who Are Your Learners? Design Box 2: Learner Profiles	Essential question, opening quotes, and section overview; Kaleidoscope Profile; [®] evaluate sensory style preferences (KTAV), perceptual style preferences (abstract/concrete), organizational style preferences (global/sequential), and temperament style preferences (SJ, SP, NT, NF); make correlations among style preferences and learning strengths and challenges; multiple intelligences inventory; one’s dominant multiple intelligences; shape synopsis of one’s dominant intelligence; revisit the essential question.
Section 3.3: Who Are Your Learners? Design Box 3: Strategies	Essential question, opening quotes, and section overview; goal-setting motivational hook; differentiate content, process, and product utilizing a temperament style choice window and multiple intelligences choice window; goal setting and SMART goals; motivation strategies: SUCCESS Equation and coping strategies, strategy action plan to success, celebrating success; reflective motivation profile; relevant strategies for the classroom; mind design reflection; complete an assessment that constructs a learner profile for a struggling student and designs motivational interventions.

<p>Section 4.1: The Motivational Classroom</p>	<p>Essential question, opening quotes, section objectives and overview, and research excerpts; inspiration wall of motivational quotes; components of a motivational classroom; teaching and coaching; teacher message and tone; responses for classroom scenarios; characteristics of the various levels of leadership: Compliance, Charisma, Knowledge and Expertise, and Motivational Leader; motivating and demotivating classroom environments; connect learning profile to leadership style; revisit the essential question; reflective motivation profile.</p>
<p>Section 4.2: The Motivational Classroom</p> <p>Design Box 2: Strategies</p>	<p>Essential question, opening quotes, and section overview; experience a shared decision making motivational hook; areas of shared decision making; activities that model shared leadership; complete an assessment that designs activities with elements of keep, share, and give decision-making; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; components of a motivational lesson; analyze a lesson on motivation and pop culture; collaboratively design a motivational lesson to present to colleagues; relevant strategies for the classroom; mind design reflection; complete a synthesis assessment that designs a motivational lesson for the classroom.</p>
<p>Section 5.1: Student Support Structures</p>	<p>Essential question, opening quotes, section objectives and overview, and research excerpts; experience a decision-making motivational hook; student support triangle: 1) support structures between student and teacher: assistance guidelines, support statements, praise statements, empower statements; motivational hook: just and try, feedback statements; motivational hook: counting squares, feedforward statements, advice and criticism; assistance statement practice; revisiting the essential question; complete an assessment that designs support structures between student and teacher.</p>

<p>Section 5.2: Student Support Structures</p> <p>Design Box 2: Self and Others</p>	<p>Essential question, opening quotes, and section overview; compelling whys for self-regulated learners; 2) support structures between student and self: self-monitoring, self-assessment, and experience strategies: create a self-monitoring strategies folder, self-assessment forms and questions; and 3) support structures between student and student: peer-assessment, feedback protocols; present collaborative motivational lessons and provide peer-feedback; reflective motivation profile; relevant strategies for the classroom; mind design reflection; complete an assessment that designs support structures between student and self and between student and student; course summary and conclusion activity.</p>
---	--

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Motivation Profile	25	Outcome 3
Assessment 4: Student Mindset Strategies	20	Outcome 4
Assessment 5: Motivating All Learners	25	Outcome 5

Assessment 6: The Motivational Learner	15	Outcome 6
Assessment 7: Designing a Motivational Lesson	35	Outcome 7
Assessment 8: Student Support Structures	15	Outcome 8
Action Research Assessments Total	100	
Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1: Motivational Hooks	[20]	Outcome 7
Supplemental Assessment 2: Motivation and Pop Culture	[15]	Outcome 7
Final Course Portfolio Total		

Bibliography

- Anderman, W. M., & Anderman, L. J. (2010). Classroom motivation. Upper Saddle River, NJ: Merrill.
- Barbour, C., Barbour, N. H., & Scully, P. A. (2005). Families, schools and communities: Building partnerships for educating children (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Bray, W. S. (2009). The power of choice. *Teaching children mathematics*, 16(3), 178–183.
- Chauncey, C. T., & Walser, N. (Eds.). (2009). *Spotlight on student engagement, motivation, and achievement*. Cambridge, MA: Harvard Education Press.
- Cheung, R. (2009). Tension between students and teachers in urban high schools. *Phi Delta Kappan*, 3, 53–56.
- Cipani, E. (2008). *Classroom management for all teachers: Plans for evidence-based practice*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Cross, N. (2008). The power of expectations. *Principal Leadership*, 3, 24–28.
- Deckers, L. (2010). *Motivation: Biological, psychological, and environmental (3rd ed.)*. Boston: Allyn & Bacon.

- DeFur, S. H., & Korinek, L. (2010). Listening to student voices. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(1), 15–19.
- Elsworth, D. H. (2009). *Motivation in education*. New York: Nova Science Publishers.
- Field, J. E., Kolbert, J. B., Crothers, L. M., & Hughes, T. L. (2009). *Understanding girl bullying and what to do about it: Strategies to help heal the divide*. Thousand Oaks, CA: Corwin.
- Freiberg, H. J., & Lamb, M. (2009). Dimensions of person-centered classroom management. *Theory Into Practice*, 48(2), 99–105.
- Geary, D. C. (2009). The “why” of learning. *Educational Psychologist*, 44, 198–201.
- Gilman, R., Huebner, E. S., & Furlong, M. J. (Eds.). (2009). *Handbook of positive psychology in schools*. New York, NY: Routledge.
- Glasgow, N. A., & Hicks, C. D. (2009). *What successful teachers do: 101 research-based classroom strategies for new and veteran teachers (2nd ed.)*. Thousand Oaks, CA: Corwin.
- Hernandez, D. (2009). Gaming + autonomy=academic achievement. *Principal Leadership*, 10(4), 44–47.
- Laursen, E. K. (2009). Positive youth cultures and the developing brain. *Reclaiming Children and Youth*, 18(2), 8–11.
- Mader, C. E. (2009). “I will never teach the old way again”: Classroom management and external incentives. *Theory Into Practice*, 48, 147–155.
- Miller, J. A., & Desberg, P. (Eds.). (2009). *Understanding and engaging adolescents*. Thousand Oaks, CA: Corwin.
- Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human communication: Motivation, knowledge and skills (2nd ed.)*. Belmont, CA: Thomson Wadsworth.
- Murphy, J. J., & Duncan, B. L. (2007). *Brief intervention for school problems: Outcome-informed strategies*. New York: Guilford Press.
- Nakkula, M. J. (2009). Transforming self-control through peer relationships. *Reclaiming Children and Youth*, 17(4), 35–40.
- Putman, M. (2009). Running the race to improve self-efficacy. *Kappa Delta Pi Record*, 45(2), 53–57.
- Reichert, M., & Hawley, R. (2010). Reaching boys: An international study of effective teaching practices. *Phi Delta Kappan*, 91(4), 35–40.

- Schussler, D. L. (2009). Beyond content: How teachers manage classrooms to facilitate intellectual engagement for disengaged students. *Theory Into Practice*, 48(2), 114–121.
- Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage Publications.
- Sullo, B. (2009). *The motivated student: Unlocking the enthusiasm for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tarullo, A. R., Obradovic, J., & Gunnar, M. R. (2009). Self-control and the developing brain. *Zero to Three*, 29(3), 31–37.
- Theobald, M. A. (2006). *Increasing student motivation: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin.
- Tomal, D. R. (2007). *Challenging students to learn: How to use effective leadership and motivation tactics*. Lanham, MD: Rowman & Littlefield Education.
- Volet, S., Vauras, M., & Salonen, P. (2009). Self- and social regulation in learning contexts: An integrative perspective. *Educational Psychologist*, 44, 215–226.

Additional Information

For additional information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.