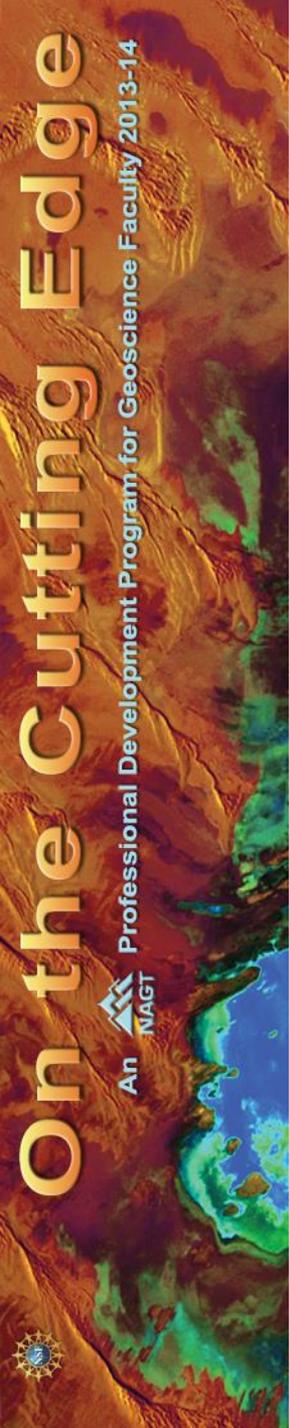


Getting students to think about their Learning, Attitudes, and Motivation

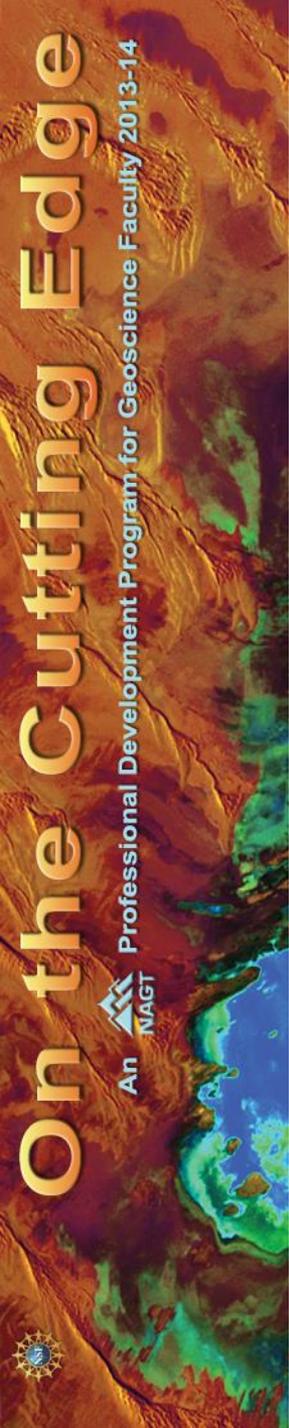
Kyle Fredrick

California University of Pennsylvania



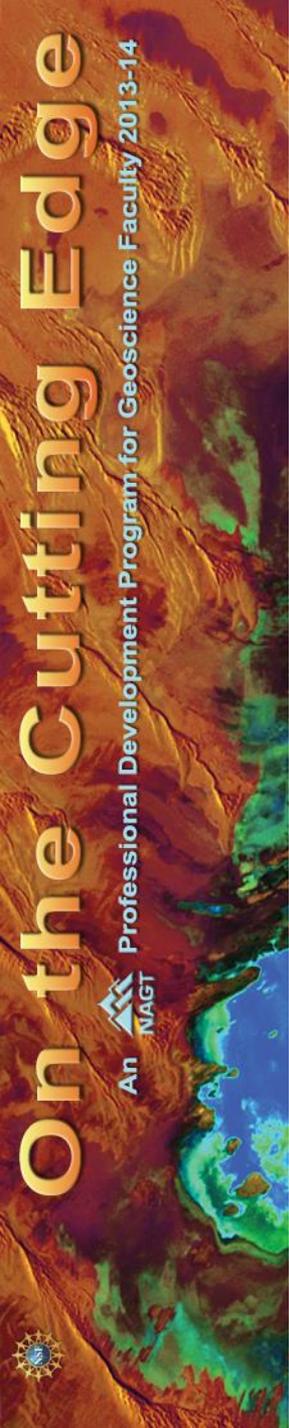
Why does this matter?

- ❖ Recognizing students' motivation is an important cog in developing an effective course
- ❖ Getting students to recognize their OWN motivation can make your courses more interesting and increases participation
- ❖ Students have diverse attitudes and backgrounds with respect to Geology
 - ❖ MUCH different from yours! Remember, you're the weird one, they are just trying to fit in!



Role Play: On your notecard...

1. Who are you? A student in an Intro class (about 75 students)
 - ❖ You can't all be "Good" students, talk to your neighbors
2. What is your background in Geology?
Your feelings about science and math?
3. What is your motivation for taking this class?
4. What do want to get out of this class?
5. 3 things that you need to do to satisfy #4



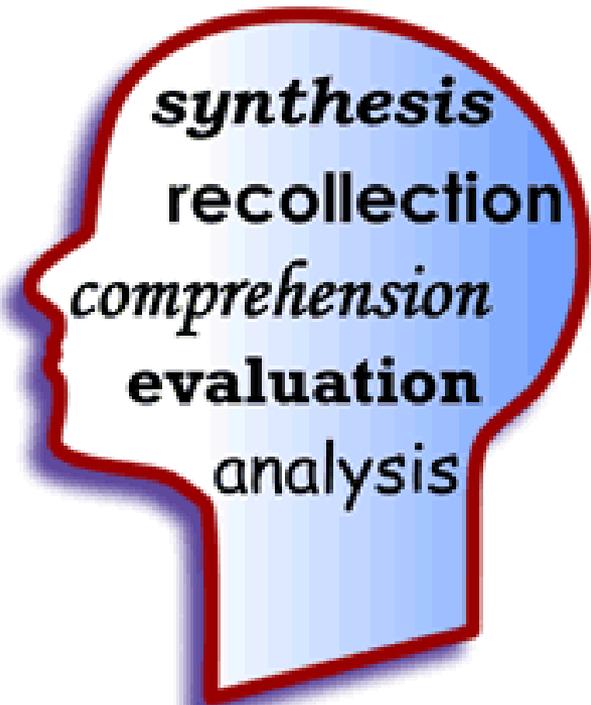
How can we use this?

- ❖ Based on your responses, how can we design courses (and research?) to take advantage of or overcome students backgrounds, attitudes, motivations, etc.?
- ❖ What do YOU want THEIR motivation to be?

What is Affective Domain?



**affective
domain**

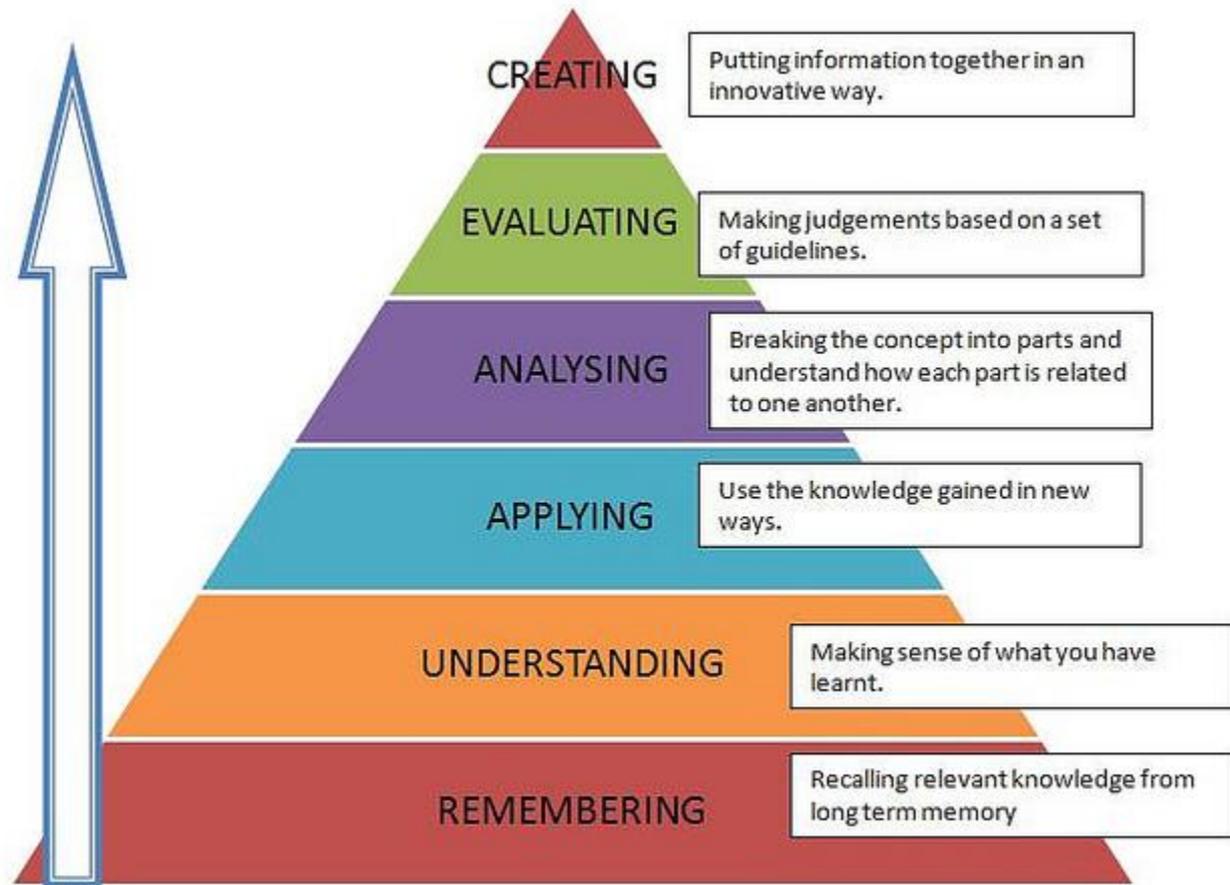


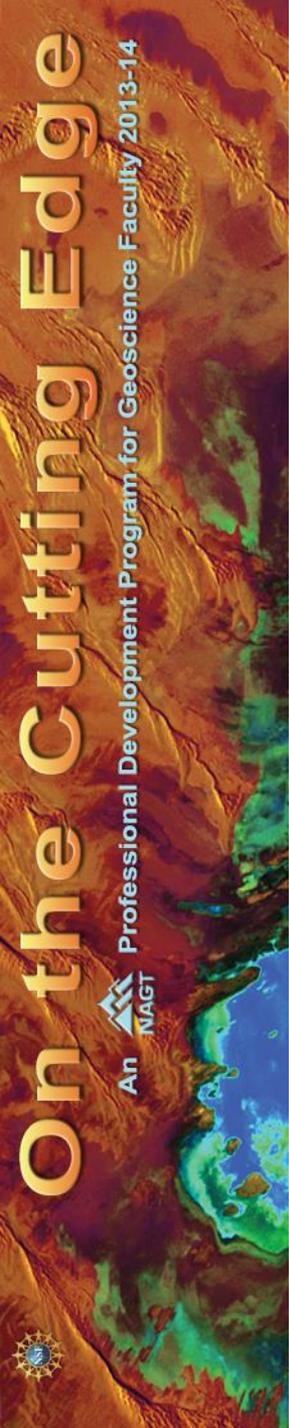
**cognitive
domain**

Image by Karin Kirk, SERC

Bloom's Taxonomy

- ❖ The “Gold Standard” for developing course goals → Traditionally for Cognitive Domain





Addressing Affective Domain!

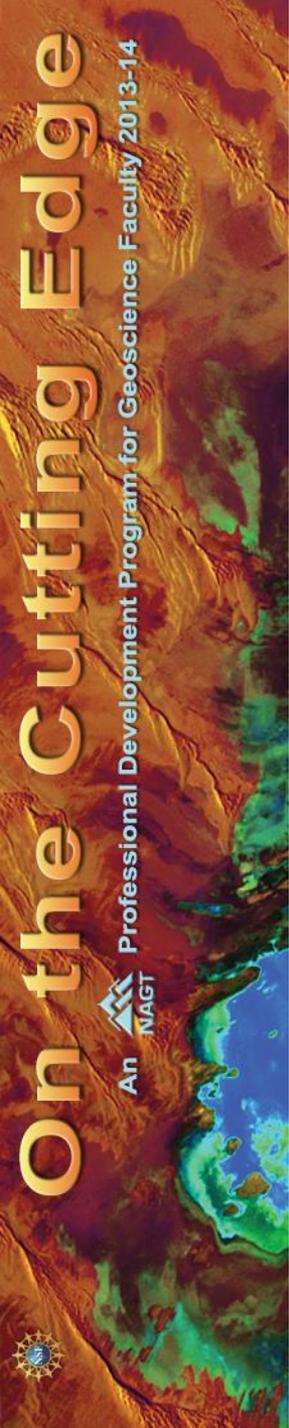
- ❖ In order to overcome barriers to learning, consider addressing students' own motivation to complete the exercise
 - ❖ Who cares?
 - ❖ Is this relevant to me?
 - ❖ How will this affect my grade?
 - ❖ What am I getting out of this?
 - ❖ I'm no good at _____!

Bloom's Affective Domain Objectives

- ❖ Receiving: *Awareness, Willingness, Controlled/Selected Attention*
- ❖ Responding: *Active participation*
- ❖ Valuing: *Internalization and Ownership*
- ❖ Organization: *Prioritizing based on valuation*
- ❖ Characterization: *Incorporation of values into their personal or social patterns of behavior*

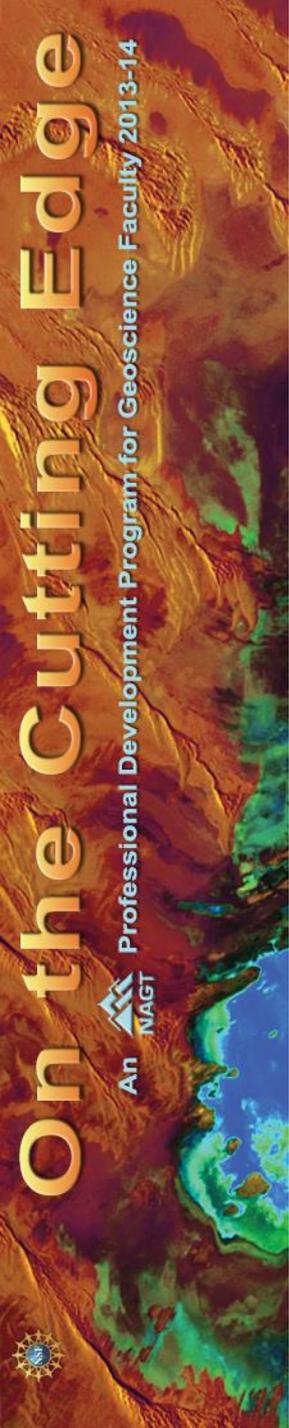
Some Teaching Tips and Tricks

- ❖ Are they aware of their own motivation?
- ❖ Encourage and Incentivize
 - ❖ Attendance is worthwhile
 - ❖ In-class activities of varying stakes
 - ❖ Interactive – “Sage on the Stage” is not horrible, but it is predictable and opens the door for excuses
 - ❖ Scaffolding and continuity – “To be continued...”
 - ❖ Don’t build lenience into your syllabi or take junk and excuses
 - ❖ What fits your philosophy?



More Strategies for Motivation

- ❖ School is competition
 - ❖ Make them aware of their peers and the level of work you see and expect
- ❖ Feedbacks
 - ❖ Ranking submissions
 - ❖ Peer-evaluation
 - ❖ Discussion Boards
 - ❖ Small group work
 - ❖ Scaffolding homework



Professional development as motivator

- ❖ Presentations
 - ❖ Posters, Oral
- ❖ Resumes
- ❖ Recommendation letters
- ❖ Portfolios – Of what are you most proud?

- ❖ *You can build these into your classes!*

To conclude

- ❖ *Recognize that not all students are in the room for the same reason or coming from the same place*
- ❖ *Construct your syllabus, course, activities and assessments to...*
 - ❖ *Correct or align motivations*
 - ❖ *Encourage students to participate*
 - ❖ *Illustrate cognitive gains and attitudinal changes*
- ❖ *Resources -*
<http://serc.carleton.edu/NAGTWorkshops/affective/index.html>



Questions, Please!