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Engagement and Motivation TEACHING MATERIALS

Inspira Plus

Intellectual Output 2

I-Motole Project





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Session Targets

I can clearly describe what is learner engagement at an accomplished performance level

I can explain the essential components required in planning engaging lessons

I can describe core behavior practices that increase learner engagement



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“Learner Engagement” is predicated on the belief that learning improves when learners are inquisitive, interested, or inspired.



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Three Rules for Engaging Learners



1. Teachers must think about learning before they think about teaching. (Jensen)
2. The brain is not designed to get complex learning correct the first time. (Jensen)
3. Learners expect to be engaged in their daily lives, outside of the classroom. (Perensky, 2005)





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Educators may hold different views on learner engagement

- Attending class, listening attentively, participating in discussions, turning in work on time, and following rules
- Enthusiasm, curiosity, optimism, motivation, or interest



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So the question is,
“Does compliance
equal engagement?”



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Teacher-Directed Learning

You will see learners...

- Paying attention (alert, tracking with their eyes)
- Taking notes
- Listening (as opposed to chatting, or sleeping)
- Asking questions
- Responding to questions
- Following requests
- Reacting (laughing, crying, shouting, etc.)



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Learner-Centered Learning

You see learners individually or in small groups...

- Reading critically (pen in hand, electronic aides)
- Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions
- Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting
- Interacting with other learners, gesturing and moving



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Learning tends to suffer when learners are bored, dispassionate, disaffected, or otherwise “disengaged.”





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8 Characteristics that Motivate & Engage

- Instructor's enthusiasm
- Making the content relevant
- Organization of the lesson
- Appropriate difficulty level of the material
- Active involvement of learners
- Variety
- Rapport between teacher and learners
- Use of appropriate, concrete, and understandable examples

[Sass, 1989]

Motivate



Engage



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To boil the descriptions above down,
for learners to be truly **engaged**
means that learners are **active in the**
learning process, which relates
directly to intrinsic motivation!



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Activity – Group Forming

Team Architect

- Join a group of three or four
- Assign a designated timer in your group
- You will be building a bridge made out of paper
- Set the timer for 15 minutes and begin crafting
- The first team to finish or to have a better design that will be tested after the game - wins!





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Activity – Group Forming

Which part of the exercise did you enjoy?
The process of building or the reward?



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What does it mean for learners to be engaged?

Why is this important?



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Activity – Defining Engagement

- Alone:** Three minutes—think of a time (*as teacher, learner or observer*) when you experienced high levels of learner engagement.

- Group:** Share your experience.

- Brainstorm a list on chart paper:** What does learner engagement look like?





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The Engaged Learner is Attentive

- He or she pays attention to and focuses on the tasks associated with the work being done.



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The Engaged Learner is Committed

- He/she voluntarily

(without the promise of extrinsic awards or the threat of negative consequences)

Uses (time, attention, and effort) to support the activity called for by the task.



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The Engaged Learner is Persistent

He/she sticks with the task even when it presents difficulties.



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The Engaged Learner is Connected

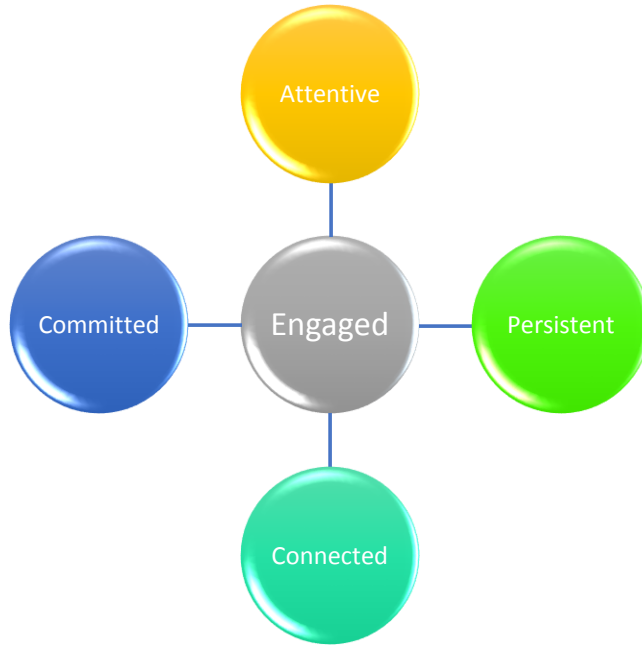
He/she finds meaning and value in the tasks that make up the work.



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Learner Engagement Defined



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Main Point!

The main difference between learners who are engaged and those who are not is the way they respond to the situation or tasks at hand.



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THOUGHTS?

- What was happening in this clip?
- What was not happening in this clip?



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Teacher Expectations

- When learners walk into your classroom what do they usually do ?
- What do you expect them to do?
- How do you get these two together?





Activity

- What do teachers need to know to help them design a curriculum that is engaging to their learners?
- Discuss in your group and be prepared to share.





| Domain 1 Planning & Preparation | Domain 2 Classroom Environment | Domain 3 Instruction | Domain 4 Professional Responsibilities |
|---|---|--|---|
| <p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy <p>B. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs <p>C. Selecting Instructional Outcomes</p> <ol style="list-style-type: none"> i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners <p>D. Demonstrating Knowledge of Resources</p> <ol style="list-style-type: none"> i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students <p>E. Designing Coherent Instruction</p> <ol style="list-style-type: none"> i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ol style="list-style-type: none"> i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning | <p>A. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work <p>C. Managing Classroom Procedures</p> <ol style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ol style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ol style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources | <p>A. Communicating with Students</p> <ol style="list-style-type: none"> i. Expectations for Learning Directions and Procedures ii. Explanation of Content iii. Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation <p>C. Engaging Students in Learning</p> <ol style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing <p>D. Using Assessment in Instruction</p> <ol style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress <p>E. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence | <p>A. Reflecting on Teaching</p> <ol style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching <p>B. Maintaining Accurate Records</p> <ol style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records <p>C. Communicating with Families</p> <ol style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program <p>D. Participating in a Professional Community</p> <ol style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects <p>E. Growing and Developing Professionally</p> <ol style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession <p>F. Demonstrating Professionalism</p> <ol style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations |





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| Don't | Do |
|---|---|
| Talk more than your learners. | Design activities that encourage your learners to speak with each other. |
| Create lessons that allow your learners to be passive. | Skip the worksheets and ask learners to solve puzzles, debate points, engage in other open-ended thinking activities. |
| Let the push for accountability cause you to neglect those “teachable moments”. | Turn any occasion into a learning event in your classroom. |
| Allow yourself to drift when it comes to finding the correct pace for delivery of instruction. | Plan alternate lessons in case the pace you initially set for a lesson needs adjustment. |
| Allow your learners to sit around with nothing to do while they wait for class to begin or end. | Plan more work than you think your learners will be able to accomplish. |
| Confuse your learners by giving hurried or unclear directions. | Deliver a combination of written and verbal directions and check for learner understanding. |



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Avoid Common Pitfalls



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Thinking about Mastery and Engagement

- Can we expect learners to be engaged when they think mastery is not even possible?
- Learners have to believe that they can? Have you every had a learner say I can't before they even try?
- Do you sometimes overwhelm your learners with too much?
- What if learners have already mastered the content?



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Thinking about Purpose and Engagement

- Do your learners understand why the curriculum you are trying to teach is important?
- It is meaningful to them?
- Do learners see an application of the content?



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Thinking about Autonomy and Engagement

- Do your learners have some decision making power over their own learning?
- Do they have any control or choice?



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What has to be present in order for learners to be engaged?

- Mastery
- Purpose
- Autonomy



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ENGAGEMENT and TEACHING

E nergy
N oise level
G rabs attention
A ctive participation
G ains new knowledge
E nriching activities



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**Tell me,
I forget.**

**Show me,
I remember.**

**Involve me,
I understand.**

-Ancient Chinese Proverb



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STUDENT - CENTERED LEARNING



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- What are some of the principles of covered in the clip?
- How does this translate to your organizations?





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"[Student] engagement is...the condition that occurs when learning becomes the unavoidable by-product of a desired activity or process. "

- Myron Dueck in Education Week Teacher



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Teaching
It's All About
ENGAGEMENT!!!!



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