**What motivates students and engages them? interest**

## Motivating and Engaging Students

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| “To meet learning goals while creating independent lifelong learners, classrooms and schools should adhere to the following 10 standards for engagement and motivation.” (Lent & Gilmore, 2014, pp. 66-67) | Ten standards for engagement and motivation:1. Active learning permeates instruction
2. Lessons and projects incorporate student autonomy
3. Relevance creates authentic purposes for learning
4. Students have frequent opportunities for collaboration
5. Technology is used appropriately to increase learning opportunities and depth of study
6. Multiple learning methods create opportunities for intellectual growth
7. The right balance of challenge success creates a climate for independence
8. Differentiation and scaffolding ensure that every student has opportunities to learn well.
9. Feedback and authentic assessment create deep, sustained learning.
10. Inquiry promotes a sense of curiosity and a desire to learn.

<http://www.ascd.org/publications/educational-leadership/sept14/vol72/num01/10-Standards-for-Motivation.aspx> Expanded information can be found in Lent and Gilmore’s (2013) *Common Core CPR: What About Adolescents Who Struggle . . . or Just Don’t Care*. |
| Students have different learning levels, styles, and interests; options that accommodate these can improve achievement. | Multiple means of engagement:* Provide options for self regulation - students gaining skills in self monitoring and to take charge of their own learning;
* Provide options for sustaining effort and persistence - providing opportunities where students naturally work with their peers, focus on the task at hand and receive directive and supportive feedback from the instructor;
* Provide options for recruiting interest - gaining student interest by tapping into who they are and to their interests.

For more information on UDL go to the National Center on Universal Design for Learning - <http://www.udlcenter.org/>  |
| “We often talk of expectations in terms of the behavioral actions and performance outcomes adults want from students. Our expectations **of** students. The second kind of expectations operates on a deeper, more systemic, and ultimately more powerful level . . . [these are] working theories about the nature of teaching, learning, thinking, schools, or the organization itself. Our expectations **for** students.” Ritchhart, 2015, p. 40) | Five belief sets that lay a foundation for our expectations in learning groups (Ritchhart, 2014, p. 42): 1. Focusing students on learning vs. the work
2. Teaching for understanding vs. knowledge
3. Encouraging deep vs. surface learning strategies
4. Promoting independence vs. dependence
5. Developing a growth mindset vs. a fixed mindset

 Ritchhart (2015, p. 42)For more information on cultures of thinking, visit the website below:<http://www.ronritchhart.com/COT_Resources.html>  |
| Educators should pay attention to the “student demotivation caused by, for example, public humiliation, devastating test results, or conflicts with educators or peers. For many demotivation has more impact than motivation. Such demotivation can directly affect commitment to the goals of learning, turn off the wish for and desire for feedback, and decrease involvement.” (Hattie, 2009, p. 48). | Nearly everyone has experienced one or more of these common demotivating factors in the classroom or workplace at one time or another:* Embarrassment or shame
* Confusion
* Repeated failure
* Invisibility
* Alienation
* Anxiety
* Boredom

For a survey for teachers to self-assess their likelihood of helping motivate rather than demotivate students, download this file: [file:///C:/Users/Ownr/Downloads/comp%20relationship.pdf](file:///C%3A/Users/Ownr/Downloads/comp%20relationship.pdf) |

**What can classroom teachers do?**

Taking into account the possible demotivating effects of relatively poor performance, find ways to carry out the following methods of engaging and motivating students to learn:

* Have students set goals and make predictions about what they will learn (based on learning targets) and assess their current level of knowledge and skills.
* They can make their learning progress visible by making charts and graphs of their performance on quizzes or assignments and by learning methods of measurement, such as word counting to track fluency.
* Asking students’ opinions on how your instruction could be more beneficial to them can be a motivating factor, as it indicates that they have some control over what happens to them or, at least, that you value their opinion enough to ask.

For information on planning effective and engaging lessons, read *15 Minutes To A Transformed Lesson; How to Have a Content Planning Conversation (*Jon Saphier).

<http://www.rbteach.com/sites/default/files/jons_15_minutes_to_a_transformed_lesson_jsdaug13.pdf>

Video: Watch a content planning conference with science teachers who are members of a common planning time team (TBT - Teacher-Based Team). <http://www.rbteach.com/blogs/15-minutes-transformed-lesson>

# Engaging students through connections to college and career:

Some educators believe that student success depends on more than just academic factors. From their perspective, other factors are important, too, such as holding high expectations for one’s own performance, resilience, interpersonal skills, and having an orientation toward the future. Research shows that students who drop out of school often view school as irrelevant to their lives. Teachers can re-engage students by creating College and Career Ready Connections in the classroom. Resources in this section easily blend with Ohio’s New Learning Standards in English language arts, mathematics, science, social studies, fine arts, world languages, and more and are geared to preparing students for college and career readiness. The following resources offer helpful information related to many factors that are important in improving students’ motivation by taking into consideration important nonacademic factors.

**Resources for College and Career Preparation**

**Nonacademic Skills Are Key to Success. But What Should We Call Them?** – provides brief discussion of ways of talking and thinking about nonacademic skills and terms. <http://www.npr.org/sections/ed/2015/05/28/404684712/non-academic-skills-are-key-to-success-but-what-should-we-call-them>

**Ohio Resources for College and Career Planning** – offers resources specific to Ohio for college and career planning can be found at the following link:

<http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Involved-with-your-Child-s-Learning/Ohio-Resources-for-College-and-Career-Planning>



**Career Connections** guide for educators - provides guidelines and resources for the incorporation of career awareness, career exploration and career planning into curriculum.

[http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-](http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-Teachers/Career-Connections-Guide-Teacher_4-2014.pdf.aspx)[educators](http://www.google.com/url?q=http%3A%2F%2Feducation.ohio.gov%2Fgetattachment%2FTopics%2FCareer-Tech%2FCareer-Connections%2FResources-for-Teachers%2FCareer-Connections-Guide-Teacher_4-2014.pdf.aspx&sa=D&sntz=1&usg=AFQjCNH1xl2TXVmcsQRn3U6uOApz7oOH_w)[/Career-Connections-Guide-Teacher\_4-2014.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-Teachers/Career-Connections-Guide-Teacher_4-2014.pdf.aspx)

**Quick Guide to Career Connections** – contains Career Connection Learning Strategies to help educators connect student learning to future work. There are examples of how the model curriculum for Ohio’s New Learning Standards incorporates strategies beginning in kindergarten through high school:

[http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-](http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-Teachers/CCLSQuickGuide_Oct-2013.pdf.aspx)[educators](http://www.google.com/url?q=http%3A%2F%2Feducation.ohio.gov%2Fgetattachment%2FTopics%2FCareer-Tech%2FCareer-Connections%2FResources-for-Teachers%2FCCLSQuickGuide_Oct-2013.pdf.aspx&sa=D&sntz=1&usg=AFQjCNE7lbLbWxV-nDHpVzsOONarADXhNw)[/CCLSQuickGuide\_Oct-2013.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Resources-for-Teachers/CCLSQuickGuide_Oct-2013.pdf.aspx)

**Curriculum Toolbox**- located on INFOhio. It has many resources that support educators and students in the preparation for college/careers:

<https://www.infohio.org/educators/eptools/curriculum-toolbox>

**Career Connections Framework and Guides** - provides an overview to school districts for developing comprehensive plans. A school district Career Connections plan includes strategies across grades K-12 that prepare all students for their future successes. The guides offer grade-level strategies to educators, families and community members for connecting learning with careers:

<http://education.ohio.gov/Topics/Career-Tech/Career-Connections>

**Additional resources to help you engage and motivate your students:**

Ten Simple Strategies for Re-engaging Students from Edutopia

<http://www.edutopia.org/blog/reengaging-students-andrew-marcinek>

21 Simple Ideas to Improve Student Motivation

<http://www.teachthought.com/teaching/21-simple-ideas-to-improve-student-motivatio/>

Using Engagement Strategies to Facilitate Children’s Learning and Success, by Judy Jublon and Michael Wilkinson, 2006.

<https://www.naeyc.org/files/yc/file/200603/JablonBTJ.pdf>

Brain based learning resources

<http://www.edutopia.org/article/brain-based-learning-resources>

**References**

Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. London, UK: Routledge.

Lent, R. C., & Gilmore B. (2013). *Common Core CPR: What about adolescents who struggle…...or just don’t care*. Thousand Oaks, CA: Corwin.

Lent, R. C., & Gilmore, (2014). 10 standards for motivation. *Educational Leadership, 72*(1), 66-67

Ritchhart, R. (2015). *Creating cultures of thinking. The 8 forces we must master to truly transform our schools.* San Francisco, CA: Jossey-Bass.