

Teaching Tips

A Forum for discussion and tips for
advancing teaching and learning at Mona

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Motivation

What Can Instructors Do to Extrinsically Motivate Students?

- Explain or show why learning a particular content or skill is important.
- Create/maintain curiosity.
- Provide a variety of activities and sensory stimulations.
- Provide games and simulations.
- Set goals for learning.
- Relate learning to students' needs.
- Help students develop plan of action.

How Can Instructors Impact a Student's Intrinsic Motivation?

- Provide clear expectations.
- Give corrective feedback.
- Provide and make available rewards that will be perceived as valuable.

How Can Instructors Impact a Student's Intrinsic Motivation

Know Your Learners

- What is their background and prior knowledge?
- What are their goals?
- What motivates them?
- How do they learn best?

Special points of interest:

- The **Teaching Tips Newsletter** is a publication of the Instructional Development Unit (IDU) at the UWI, Mona.
- The Newsletter is published once per month and provides tips for improving teaching and learning in higher education. It is available online (<http://myspot.mona.uwi.edu/idu/>) as well as in the office of the IDU.
- If you have an area that you would like to explore using this medium, do not hesitate to contact us at the IDU.



Let's Look at Keller's -ARCS Motivation Model

- A- Attention (gain and maintain it).
- R- Relevance (make connections to students' past, present, and future lives).
- C- Confidence (learners must be confident that they can succeed in your course).
- S- Satisfaction (learners must see value in the course and be satisfied that they can transfer course knowledge to new situations).

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A- Attention Strategies

- Use thought-provoking questions;
- Introduce topic with incongruity or conflict;
- Provide concrete examples;
- Appeal to the senses;
- Use variety, novelty and inquiry (format, medium, style, interactivity, and choice);
- Get them involved and participating.

C- Confidence Strategies

Help their confidence by using:

- Clear, aligned learning objectives, teaching strategies and assessments;
- Realistic expectations and clear requirements (provide evaluation rubrics in advance);
- Course and lesson designs that gradually increase content difficulty & learner independence;
- Learner control (choice and challenge);
- Clear links to students' personal goals;
- Provision of practice with feedback (practice new skills in low risk conditions and mastered skills in realistic conditions).

R- Relevance Strategies

You will need to address common student attitudes:

When am I ever going to use this?

What does it matter to me?

Use six relevance strategies:

- Experience;
- Present Worth;
- Future Usefulness;
- Needs Matching (need for achievement, power, affiliation);
- Modeling (your behavior and enthusiasm, expert alumni, peers);
- Choice (allow choice in alternatives and organization).

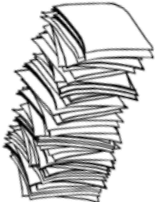

Use authentic experiences & authoritative sources

S- Satisfaction Strategies

- Aim to entertain or provide achievement satisfaction
- Provide opportunities to experience authentic, real-world problems or simulations.
- Provide anticipated rewards for boring tasks and unanticipated rewards for interesting tasks
- Again, provide for practice with helpful feedback!

Teaching Tools of Then and Now

The teaching tools that you were accustomed to are now antiquities which have morphed into vastly different venues for teaching, mentoring and research. They rapidly change as new products and software are developed by ambitious entrepreneurs and snapped up by our savvy colleagues and students. We are constantly finding new and better ways to do our work and engage with others. Here is a short list of some tools then and now:

	Pre 2007	2007 and beyond
 	Chalk Index Cards Paper Chalkboard Paper copies Write a note Internet, Phone, TV, movies, music etc.	Digital Ink Electronic Side Notes Laptop Computer Smart board Email to all IM Iphone, BB 