



# New York Center for Teacher Development, Inc.

*In affiliation with The University of Massachusetts Global*

## Course Syllabus

Course: EDZU 9575 Creating Motivating Lessons

Credit Hours: 3.0 credits / 45 hours

Instructor: Dawn Nachtigall

### **Course Description:**

Motivating students is half the battle. As educators, to get students' attention we compete with sports and other extracurricular activities, social pressures and concerns, family stresses, and even socioeconomic factors. How to grab and keep their attention is a skill all teachers aim to master. In this course, we will investigate what motivates students and how we can incorporate that into the lessons we teach everyday.

### **Course Objectives/ Goals:**

- To investigate what causes some students to be unmotivated.
- To examine the difference between intrinsic and extrinsic motivation.
- To explore the value of both intrinsic and extrinsic motivation and figure out how to use them as an advantage in the classroom.
- To design lessons that are motivating.
- To analyze lessons already used in the classroom and determine if they are motivating.

### **Teachers enrolled in this course will...**

#### **Know**

- the definition of motivation and how it applies to education
- what causes some students to be unmotivated
- the difference between intrinsic and extrinsic motivation

#### **Understand**

- the outside factors that compete with education for student attention and focus
- how society views both intrinsic and extrinsic motivation
- the value of both types of motivation in the classroom
- the characteristics of truly motivating lessons

### **and Be Able To**

- use both intrinsic and extrinsic motivation to gain student's interest in the classroom
- design lessons that are inherently motivating
- analyze lessons already used in the classroom and determine if they are motivating
- turn truly monotonous tasks like homework into a motivating activity

## **Course Outline:**

### Part 1- Introduction

- Participants will be introduced to the basic layout of the course and to one another by participating in some ice-breaking online forum activities.

### Part 2- Background Research- What is Motivation?

- We will define what motivation is. We will discuss what it means literally and then investigate what it means practically.
- We will explore what the implications of motivation are in the real world. Participants will compare and contrast motivation in the business world and education.
- We will explore the differences in motivating adults, adolescents and children.
- Participants will reflect on what personally motivates them.
- We will find out what research says regarding motivating students and compare it to what we see in our classrooms.

### Part 3- The Problems with Motivation

- We will discuss what seems to cause our students to be unmotivated.
- Participants will examine the outside factors that compete with education for student attention and focus.
- We will define the different types of underachieving student: procrastinator, introvert, self-defeatist, rebel, socialite, and charmer.
- Participants will examine case studies of each type of underachieving student and compare them to situations they have dealt with personally in the classroom.
- We will explore the lack of motivation in elementary, middle school and high school students. Participants will compare and contrast factors affecting motivation at all three levels.

### Part 4- Motivating Students

- We will define and examine examples of both intrinsic and extrinsic motivation.
- Participants will reflect on their own understanding, use and feelings about intrinsic and extrinsic motivation.
- We will explore what both society and research views both intrinsic and extrinsic motivation.
- We will discuss how each type of motivation can be incorporated into the classroom at the elementary, middle and high school levels.
- We will propose ideas for how educators can compete with the outside factors that consume students' time and attention.

### Part 5- Evaluating the Motivation Factor in a Lesson

- We will investigate what are the characteristics of truly motivating lessons.
- Participants will learn how to determine the *motivation factor* of a lesson.
- We will examine typical elementary, middle and high school activities to determine if they are motivating.
- Participants will analyze lessons already used in their own classroom and determine if they are motivating.
- We will examine typical elementary, middle and high school activities to determine if they are motivating.

### Part 6- Creating Motivating Lessons

- Participants will design activities for use in their own classes. They will then determine the motivation factor inherent in their own lesson.
- Participants will create activities to turn truly monotonous tasks like homework into a motivating activity.

### Part 7 – Sharing of Motivating Lessons

- Participants will share their designed lessons with the class. The class will provide constructive comments regarding the motivation factor inherent in the lessons designed by their peers.

### **Method of Evaluating Student’s Performance:**

- Online forums
- Article analysis
- Case studies
- Lesson plans

In order to earn a “B”, participants must:

- Participate in online forums
- Complete all assignments and projects
- Critically analyze a previously used lesson to determine its motivation factor. Submit a brief description of the original lesson and then write a 1-2 page paper analyzing if the lesson is designed to motivate the six types of underachievers discussed in this course. Give anecdotal evidence from when the lesson was actually used in class.

In order to earn an “A”, participants must:

- Participate in online forums
- Complete all assignments and projects
- Critically analyze a previously used lesson to determine its motivation factor. Submit a brief description of the original lesson and then write a 1-2 page paper analyzing if the lesson is designed to motivate the six types of underachievers discussed in this course. Give anecdotal evidence from when the lesson was actually used in class.

Create a truly motivating assessment that you can use with your classes. It can be a test, project, presentation, etc. for a unit that you currently teach. Detail the requirements of the project and then write a 1-2 page paper explaining how the lesson is designed to motivate the six types of underachievers discussed in this course

<b>Assignment</b>	<b>Time (in hours)</b>
Students will complete an introductory forum. They are required to read and comment on each other's posts.	0.50
In a forum setting, students will define "Motivation" and what makes work "motivating". They will also read and comment on other participants' posts.	0.50
Students will reflect upon what motivates them in both their personal and professional life and submit a detailed response to several questions.	2.00
Students will consider the business world definition of motivation, particularly the 3 factors listed in the reading and then submit a detailed response to several questions.	2.00
Students will read an article about a former CEO and his motivational strategies and then submit a detailed response to several questions.	2.00
In a forum setting, students will consider why they think students show a lack of motivation when it comes to schoolwork. They will also read and comment on other participants' posts.	0.50
Students will formally interview three students about motivation and submit a detailed report of their findings.	6.00
Students will read two articles about overscheduled kids & teens and submit a detailed response to several questions.	2.00
Students will read through a PowerPoint slideshow presenting types of underachieving students and submit a detailed response to several questions.	2.00
Students will read an article presenting six main areas of motivation teachers should focus on and submit a detailed summary and reflection on each of the six areas.	2.00
Students will watch two videos about using technology to motivate students and then post to forum about the strategies presented in video. They will also read and comment on other participants' posts.	1.50
Students will read three articles about intrinsic and extrinsic motivation and submit a detailed response to several questions.	3.00
In a forum setting, students will consider the characteristics of truly motivating lessons. They will also read and comment on other participants' posts.	0.50
Students will read an article presenting the "three C's of motivation" and submit a detailed response to several questions.	2.00
In a forum setting, students will share ideas for motivating first day of school lessons. They will also read and comment on other participants' posts.	0.50

Students will critically evaluate what made a lesson they previously taught "unmotivating". They will submit a detailed description of the lesson and provide strategies to re-design the lesson.	2.00
In a forum setting, students will share specific strategies that could be used to motivate the types of underachievers presented in assignment #6. They will also read and comment on other participants' posts.	1.00
Students will look at a previously designed motivating homework assignment and then design a motivating homework assignment for their students.	2.00
Students will create a detailed checklist of key characteristics of a motivating lesson gleaned from this course and then explain how each of those characteristics motivate each of the 6 types of underachievers.	2.00
In a forum setting, students will write and post a formal lesson plan of a truly motivating lesson and then comment on the motivating factors they see in one other participant's posted lesson plan.	2.00
Students will explore several different resources provided by the instructor including videos, articles and websites providing strategies to create motivating lessons.	3.00
Students will critically analyze a lesson they previously used with their classes to determine its motivation factor with regards to the 6 types of underachievers.	3.00
Students will create a motivating assessment that they can use with their classes. It can be a test, project, presentation, etc. for a unit that they currently teach.	3.00
<b>Total Time</b>	<b>45.00</b>