

## Part 1: Active and Student/Learner Centered Instruction (Includes Motivational Techniques)



Dr. Curtis J. Bonk  
Professor, Indiana University  
President, SurveyShare, Inc.  
<http://php.indiana.edu/~cjbonk>,  
[cjbonk@indiana.edu](mailto:cjbonk@indiana.edu)



## Expectations for Workshop???



What do you expect from this workshop, etc., what are your goals, what could you contribute?

- Write short and long terms goals down on goal cards that can be referenced later on.
- Write 4-5 expectations for this session
- Expectations Flip Chart: share of 1-2 of these...

## Why is Workshop Important?



- Variety, variety, variety
- Address learners preferences
- Provide challenges and supports
- Better prepared for changing times
- Learn many pedagogical skills (e.g., motivation, cooperative learning, communication, creativity, critical thinking, and technology ideas)

## Complete Preliminary Action Plan...



## Share Preliminary Action Plan...



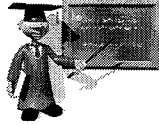
Charles I. Gragg (1940: Because Wisdom Can't be Told)

"A student of business with tact  
Absorbed many answers he  
lacked.

But acquiring a job,  
He said with a sob,  
How does one fit answer to fact?"



## Traditional Teachers



- Supposed sage, manager, conveyer
- Sets the agenda
- Learner is a sponge
- Passive learning & discrete knowledge
- Objectively assess, competitive
- Text- or teacher-centered
- Transmission model
- Lack interconnections & inert
- Squash student ideas



## Consultative Teachers



- Co-learner, mentor, tour guide, facilitator
- Student and problem-centered
- Learner is a growing tree and on a journey
- Knowledge is constructed and intertwined
- Many resources (including texts & teachers)
- Authentic, collaborative, real-world tasks
- Subjective, continual, less formal assess
- Display student ideas--proud and motivated
- Build CT, CR, CL skills



## Anyone? Anyone?



### 1. Learner-Centered Learning Principles (American Psychological Association, 1993)

#### Cognitive and Metacognitive Factors      Developmental and Social Factors

- |                                   |  |
|-----------------------------------|--|
| 1. Nature of the learning process | 10. Developmental influences on learning |
| 2. Goals of the learning process  | 11. Social influences on learning        |
| 3. Construction of knowledge      |  |
| 4. Strategic thinking             |  |
| 5. Thinking about thinking        |  |
| 6. Context of learning            |  |

#### Individual Differences

- |  |
|--|
| 12. Individual differences in learning |
| 13. Learning and diversity             |
| 14. Standards and assessment           |

#### Motivational and Affective Factors

- |  |
|--|
| 7. Motivational and emotional influences |
| 8. Intrinsic motivation to learn         |
| 9. Effects of motivation on effort       |



## 2. Active Learning Principles

1. Authentic/Raw Data
2. Student Autonomy/Inquiry
3. Relevant/Meaningful/Interests
4. Link to Prior Knowledge
5. Choice and Challenge
6. Teacher as Facilitator and Co-Learner
7. Social Interaction and Dialogue
8. Problem-Based & Student Gen Learning
9. Multiple Viewpoints/Perspectives
10. Collab, Negotiation, & Reflection

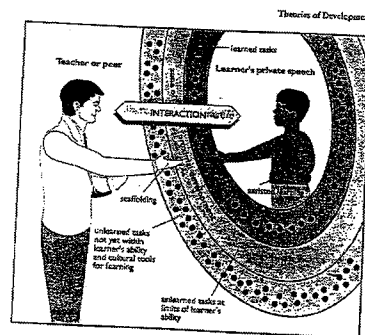


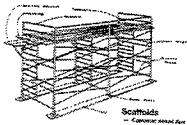
Figure 2.3 Teaching Model Based on Vygotsky's Theory

Robert S. AMIA (1993)

Educational Psychology

## Types of Scaffolding

- Social Acknowledgement
- Questioning
- Direct Instruction
- Modeling/Examples
- Feedback/Praise
- Cognitive Task Structuring
- Cognitive Elaborations/Explanations
- Push to Explore
- Fostering Reflections/Self Awareness
- Encouraging Articulation/Dialogue Prompting
- General Advise/Scaffolding/Suggestions
- Management



## Resources in a Learning Environment:

- Teachers
- Peers
- Curriculum/Textbooks
- Technology/Tools
- Experts/Community
- Assessment/Testing
- Self Reflection
- Friends

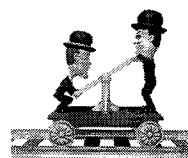


## Teacher Self-Assessment for active learning. (Bonk, 1995)

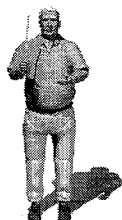
In my classes...

- \_\_\_ 1. learners have a say in class activities and tests.
- \_\_\_ 2. I help learners to explore, build, and connect their ideas.
- \_\_\_ 3. learners share their ideas and views with each other and me.
- \_\_\_ 4. learners can relate new terms and concepts to events in their lives

## 25 Motivational Techniques and Activities for Early and Late in Course (Ice Breakers and Closers)



## When say motivation, what words come to mind?



## Motivation Research Highlights (Brophy)

1. Supportive, appropriate challenge, meaningful, moderation/optimal.
2. Teach goal setting and self-reinforcement.
3. Offer rewards for good/improved performance.
4. Novelty, variety, choice, adaptable to interests.
5. Game-like, fun, fantasy, curiosity, suspense, active.
6. Higher levels, divergence, dissonance, interact with peers.
7. Allow to create finished products.
8. Provide immediate feedback, advance organizers.
9. Show intensity, enthusiasm, interest, minimize anxiety.
10. Make content personal, concrete, familiar.

### **Classroom Motivation Tips**

(Alexander, class notes, Pintrinch & Schunk, 1996; Reeve, 1996; Stipek, 1998):

1. Include positive before negative comments.
2. Wish students "good effort" not "good luck."
3. Give flexibility in assignments and due dates.
4. Communicate respect via tasks select and control.
5. Design interactive and interesting activities.
6. Use coop learning, debates, group discussions.
7. Minimize social comparisons and public evaluations.
8. Use relevant, authentic learning tasks.

### **More Classroom Motivation Tips**

(Alexander, class notes, Pintrinch & Schunk, 1996; Reeve, 1996; Stipek, 1998):

9. Use optimal difficulty and novelty.
10. Use challenge, curiosity, control, and fantasy.
11. Give challenging but achievable tasks.
12. Create short term/proximal goals & vary goals.
13. Give students different ways to demonstrate what they know.
14. Encourage students to give and get help.
15. Attribute failure to low effort or ineffective strategy. (Attrib success to effort or competence)
16. Give poor performing student the role of expert.

### **Some Motivational Activities and Ice Breakers**

1. Goal Cards, Goal Notebooks
2. Floating A, Escape Clauses
3. Self-Report Cards, Self Tests
4. Team Competitions, Challenges, Puzzles
5. Discussion Questions/Issues
6. Success Contracts
7. Positive Statements
8. Democratic Voting, Student Polling
9. Random Acts of Kindness
10. Change Rolls or Status



### **10 of 150 To Motivate Your Learners (Raffini, 1996)**

1. Goal Cards, Goal Notebooks, Expectations (BS ST and LT objectives and ideas on how to achieve)
2. Floating A, Escape Clauses, Volunteer Assignments (to be used on any assignment within a day)
3. Self Report Cards, Self Evaluation (make set of tests available on the Web)
4. Team Competitions, Challenges, Puzzles



### **10 of 150 To Motivate Your Learners (Raffini, 1996)**

5. Discussion Questions, Issues, Problems (perhaps answer questions of another team; talking chips)
6. Success contracts and calendars (Guarantee an A or B if fulfill contract provisions)
7. Positive Statements, Self Reinforcements, Celebrations, Praises, Acknowledgements, Thank You
8. Democratic Voting, Student Interest Surveys, Class Opinion Polls



### **10 of 150 To Motivate Your Learners (Raffini, 1996)**

9. Volunteer Tasks, Random Acts of Kindness, Service Learning/Teaching
10. Change Roles or Status (Random roles, assume expert roles, switch roles for a day)



## 15 More Motivational Activities and Ice Breakers

11. Expectations (flip chart)
12. Self-Disclosures
13. Talking String
14. Visuals
15. Index Card
16. Treasure Hunt
17. Accomplishment Hunt
18. Psychic Massage
19. Have You Ever Been?
20. Brain teasers
21. Communication/Learning Visuals
22. Coat of Arms
23. Community Building
24. Positive Strokes
25. Psychic Massage



## 11. Expectations Charts (L = Cost, L = Risk, M = Time)

What do you expect from this class, lesson, workshop, etc., what are your goals, what could you contribute?

- a. Write short and long terms goals down on goal cards that can be referenced later on.
- b. Write 4-5 expectations for this session
- c. Expectations Flip Chart: share of 1-2 of these...
- d. Debrief is met them.



## 12. Talking String

(L = Cost, L = Risk, L = Time)

- State what hope to gain from this workshop (or discuss some other issue) as wrap string around finger; next state the names of previous people and then state their reasons.



## 13. Accomplishment Hunt

(L = Cost, M = Risk, M = Time)

- a. Turn in 2-3 accomplishments (e.g., past summer, during college, during life);
- b. Teacher lists 1-2 of those for each student on a sheet without names.
- c. Participants have to ask "Is this you?" If yes, get a signature.



## 14. (Ice Breaker) Self-Disclosure Introductions: Round I (Who are you?)

- Who are you?
- Nickname
- Jobs
- Interests
- Hobbies



## 15. Self-Disclosure Introductions: Round II (Treasured Objects)

- a. Treasured Objects--Take out two items out of your wallet and describe how they best represent you (e.g., family pictures, credit cards, memberships) and share and describe themselves (e.g., "I am into sports or running")



**16. Self-Disclosure Introductions:  
Round III (Disclosure Interviews)**

- Divide into small groups of about six people and then hand out prepared list of 5 questions in increasing order of disclosure for participants to ask each other and then have someone stand and their group must describe him or her.



**17. Self-Disclosure Introductions:  
Round IV (Disclosure Interviews II)**

- Brainstorm a list of questions you would like to ask the others...(e.g., My person I most admire is? The best book I ever read?)



**18. Treasure Hunt (Index Cards)**

- Favorite Sports/hobbies/past times (upper left)
- Birthplace and Favorite cities to visit (upper right)
- Current Job and Classes Taught (lower left)
- 2 comments, things, or traits about yourself (e.g., team player, personable, talkative, opinionated, hate Purdue, like movies, move a lot, hate sports) (lower right)
- Teaching strategies you are proud of (in the middle)
- When card complete, find matches (find one thing in common and one thing different with everyone).



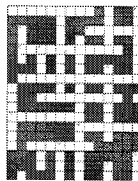
**19. Have you ever questions:**

- Saved someone's life?
- Been to another country?
- Climbed a mountain?
- Completed a marathon?
- Flown a plane?
- Stayed up 2 straight nights working?



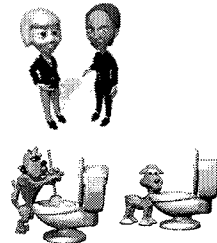
**20. Team Brainteasers**

- IQ tests
- Scrambled cities
- Crossword puzzles
- Competitions
- Dilemmas or Situations
- Unscrambled sayings.



**21. Communication/Learning Visuals**

- Draw one or more of the following:
  - cannon,
  - Stop sign,
  - high fives,
  - thumbs up,
  - watch,
  - bathroom break,
  - smiley face,
  - etc.



## 22. Coat of Arms--fill in.



- #1: a recent Peak Performance;
- #2: something very few people know;
- #3: draw a symbol of how you spend your free time;
- #4: fill in something you are really good at;
- #5: write in something that epitomizes your personal motto.



## 23. Community Building

- Create common t-shirts, take photo of group, have online interest groups, newsletter, class retreat, class blog, and perhaps put up on the Web.



## 24. Positive Strokes



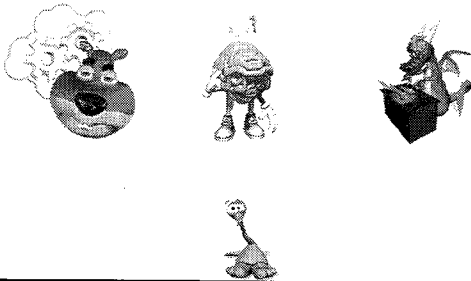
- a. 2-3 times during the course, each person fills out a 3 x 5 card about other participants.
- b. They must complete sentences like: "the thing I like best about (name) is" and "the biggest improvement I saw in (name) is."
- c. At the end of the day, the folded cards are passed out and read aloud and then given to the named person.

## 25. Psychic Massage (a closer activity) (L = Cost, M = Risk, L = Time)

- a. Divide in teams of 3-5.
- b. In alphabetical order of first names have someone turn his or back to the group
- c. Team members must make positive, uplifting statements about that person behind his or her back but loud enough for others to hear them.
- d. One minute per person.



## Reflection and Sharing on Part 1 (and add to goal statement)



## Active and Student/Learner Centered Instruction (Includes Motivational Techniques)

Questions?  
Comments?  
Concerns?

