



# IPTE 5120-003

- ❖ Enhancing student motivation
- ❖ Lesson design and delivery
- ❖ Instructional management: Direct instruction
- ❖ “Commission & omission lesson” VIDEO

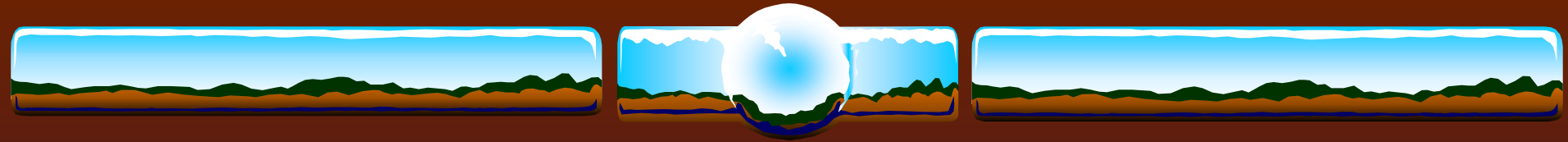
# What do you say?





# AGENDA

- ❖ Check-in: Questions & assignment reminder
- ❖ Overview: Chapters 6
- ❖ Video: *Commission & omission lesson*



# Importance of choice in a learning model

## Overview of instructional management (lesson 6)



# Need for Instructional Management

Teachers must find ways to:

1. Make subject matter relevant to student needs
2. Involve students in setting their own goals
3. Use approaches that facilitate using all of the senses
4. Create opportunities for relating knowledge to experiences of students
5. Help students “see” how to use this knowledge  
(p. 185)



# How can all students find value?

Instead of embracing a common approach of blaming factors outside the school, teachers can help **MOTIVATE** their students to learn.

Motivation =  $f$ (Expectation, Value, Learning environment)

If E, V, or L = 0, M = 0

(pp. 187 - 188)



# Expectations

- ❖ Effort (p. 188)
- ❖ Task-oriented (p. 192 – 193)
- ❖ Goal setting (pp. 200 – 205)
- ❖ SQ3R (p. 209)
- ❖ Peer tutoring (p. 233 – 235)
- ❖ Process approach (pp. 227 – 228)
- ❖ Success (pp. 205 – 206)



# Value

- ❖ Intrinsic value – interest or enjoyment associated with engaging in a task
- ❖ Attainment value – obtaining achievement, notoriety, or influence through accomplishing a task
- ❖ Utility value – personal benefits to one's career or goals associated with performing a task.

(p. 187)



# Learning Environment

- ❖ Establishing inclusion – create an atmosphere in which students and teachers respect and connect to one another
- ❖ Developing attitude – create favorable disposition (responsibility) through personal relevance and choice
- ❖ Enhancing meaning – create challenging, and thoughtful learning experiences that include student perspectives and values
- ❖ Engendering competence – create an understanding that students are effective in learning things they value

(p. 188)



# Students' Academic Needs

- ❖ Offer optimal challenge with manageable conflict
- ❖ Provide students with opportunity to exercise initiative and responsibility
- ❖ Provide students with tasks that have integrity (not simply make them work for works' sake)
- ❖ Provide students with a sense of competence and success
- ❖ Engage students in reflection about personal experiences  
(p. 190)

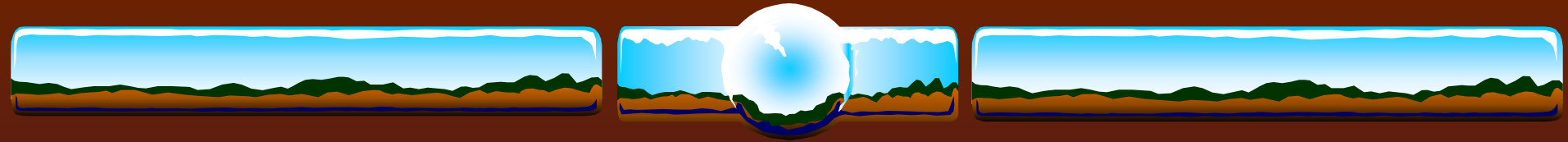
COMPARE with Brophy's list on p. 191



# Understand and value learning goals

Many low-achieving students seem to be concerned about completing the assignments and often use random methods (COLOR) of completing their tasks.

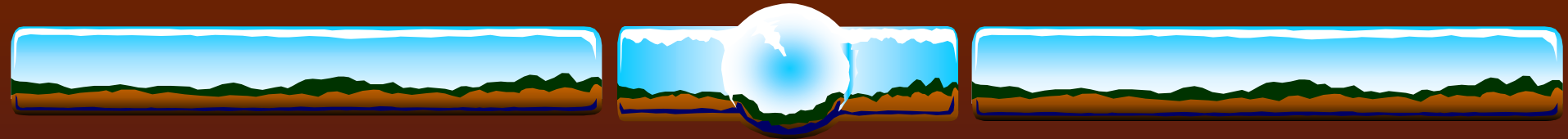
(p. 192)



# Need for discussion and collaboration

Modern pedagogy is moving increasingly to the view that students should be aware of their thought processes, and that it is critical for the pedagogical theorist and teacher alike to help student become more metacognitive – to be aware of how student goes about learning and thinking as subject matter is studied.

(p. 194)



# Demystifying learning – Six key concepts

1. Have students develop a functional definition of learning
  2. Teach students the basic concepts of motivation
  3. Help students understand personal learning strengths
  4. Help students learn about learning styles
  5. Provide students with rationale and understand different levels of learning
  6. Teach them study skills (how to study effectively)
- (p. 195)



# Learning styles of different cultures

Focus on problem solving

Teacher as facilitator

Lessons more thoughtful, relaxed, and nonauthoritarian

(p. 198)



# Role of career development?

An interesting approach to assisting students in making the important connection between their own lives and classroom content is the creation of future plans. This involves students in writing about what they want to do when they grow up. . .

(p. 199)



# Incorporating Students' Interests

12 interesting methods suggested on  
pages 202 – 203



# Academic Goal Setting

An academic goal setting contract should include:

1. What material the student plans to learn?
2. What activities the students will engage in to develop these skills?
3. The degree of proficiency the student will reach
4. How will the student demonstrate that learning has occurred?

(p. 203)



# Useful Learning Technique

SQ3R: Survey, Question, Read, Recall (or reflect),  
and Review

SCROL: Survey, Connect, Read, Outline, and Look  
back

PQRST(UV): Preview, Question, Read,  
Summarize, Test, Use, & Visualize



# Developing Instruction

Using theories of learning