



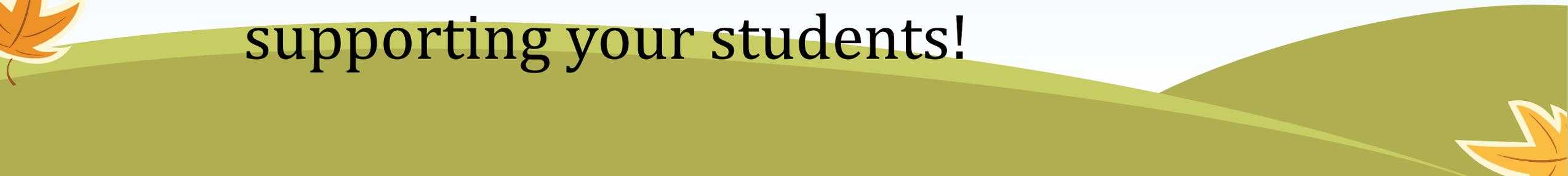
Scholarship of Teaching & Learning: Practical Teaching Ideas based on Research

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Motivation (my particular area of focus)

- Study influences on student outcomes (choices, well-being, and achievement)
 - Examine questions about representation in certain fields
 - Several multimillion dollar grants
 - Here is what I have learned!
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Jenna's top research based ideas for supporting your students!



1: Consider how the environment suits the stage

Stage environment theory was put forth by Jacque Eccles and Carol Midgley (Eccles et al., 1993; Eccles & Roeser, 2009)

- This theory suggests that when there is good fit between the psychological needs demanded by a psychological stage, there is context that supports well-being
 - **For example**, when an adolescent is achieving new abilities in formal operations and abstract thinking, have increased needs for autonomy, feel personal fables
 - Environments that do not allow for choice or foreclosed thinking are likely to lead to a frustrated adolescent, which might result in behavioral or emotional difficulties.
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1: Consider how the environment suits the stage

Emerging adults 18-25 (conservatively) or 18-29 years old (more typically) (Arnett, 2000), experience by all but extent limited by social/societal supports

- Identity exploration
- Instability
- Self-focus
- Feeling in between
- Age of possibility

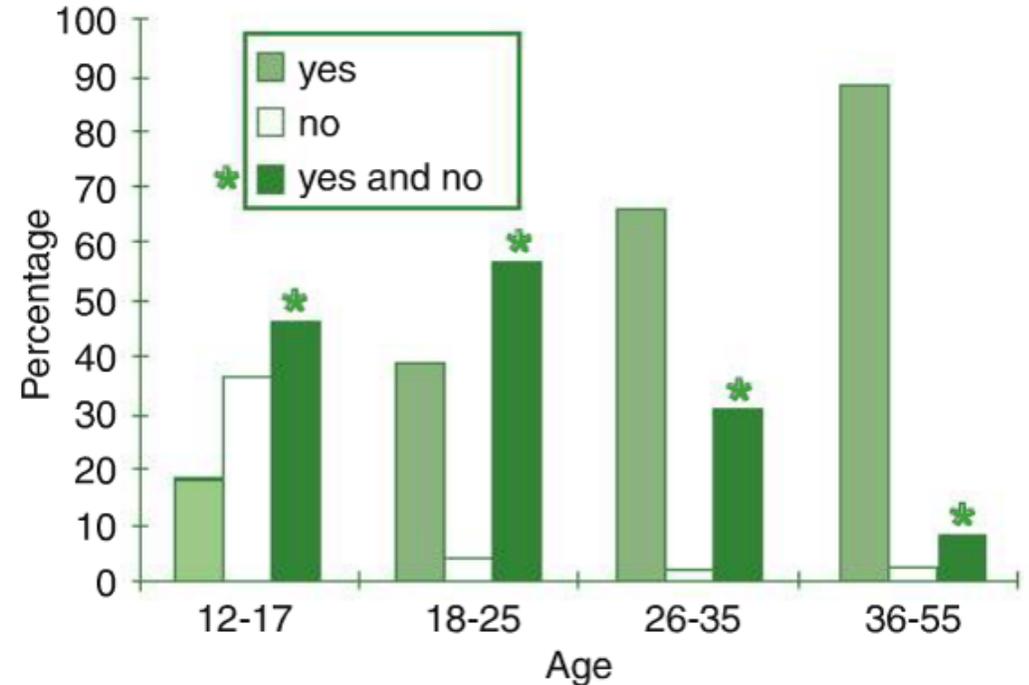


FIGURE 11.1 "Do you feel that you have reached adulthood?"

SOURCE: Arnett, J. (2000). Emerging adulthood: A theory



1. How can we as faculty acknowledge/accept/adapt to our students' developmental stage?

- Identity exploration → Think about your assumptions of what they should be like
 - Instability → Keep in mind that they might have different stressors than you.
 - Self-focus → Reflection assignments! (Deep learning strategies)
 - Feeling in between → They look adults, but most do not feel like it.
 - Age of possibility → They might be noncommittal (e.g., to a major or a course)
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2: Find opportunities for intrinsic motivation

- Self-determination theory: macro theory of human motivation (Ryan & Deci, 2000) (not just emerging adults!)
 - Spectrum between intrinsic motivation and extrinsic motivation
 - Needs: Autonomy, competence, relatedness
 - People crave volition/control over their actions, feeling a sense of self-efficacy, connectedness with peers and their instructor
 - People (students) are most likely to become intrinsically motivated when these three needs are fulfilled
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Tip 2: Find opportunities for intrinsic motivation

- Choice between writing prompts
 - Ask their opinion about how they want an exam set up
 - Give opportunities for relatedness (e.g., have them reflect and comment back about the parts you can relate to, choice to work with a partner or not)
 - Journal in first 5 minutes and respond, relatedness
 - Give strength-based supervision (Wade). Give a route for future success when things aren't going well.
 - Multiple entry points to support competence
 - Be a dorky role model of interest.
 - Spark to fire, aka harnessing activities (Videos, hands on activities, involve surprise)
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3: According to research, you can affect task values



- Based on work on expectancy-value theory. Subjective task values are how a task is related to individual's sense of usefulness, importance, enjoyment, and cost (Hulleman & Harackiewicz, 2009; Rozek, 2015)
 - Utility value can be affected in the “long” term pretty easily.
 - Research on math utility value (remembering and valuing)
 - Value for taking part in a STEM field
 - Longitudinal effects
 - With parents, with peers, and guest speakers
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3: According to research, you can affect task values



- What can you do?
 - Talk specifically and redundantly about why content is useful and why you are making the choices you are making
 - In my class we do a final reflection on 3 concepts that can be used in their profession (I am playing psychological mind games to help them remember and use content)
 - Bring in guest speakers, if possible, to talk about utility. In our research, girls were most interested in math when they had a female that was about 10 years older than them talk to them about math. Don't assume who matters to them, talk to them.
 - Have them write down "Why does this matter today? Why is this good for me? Why does this matter for their future?"
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4: Build trust and community in your class

- Create a classroom community where students feel welcome, supported and valued by the teacher and their peers
 - Incorporating what students value from their own communities into their instruction (culturally relevant instruction). Learn this from talking with them, having them write down.
 - Consider their families, experiences, and knowledge that might not "fit" into the curriculum, but is invaluable
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(Byrd, 2016; Moll et al., 2005; Sternberg et al., 2007)

Culturally Responsive Teaching: Theory, Research, and Practice, Geneva Gay





4: Build trust and community in your class

- I found that tasks building trust/community in my class made it easier for when we got to the hard conversations or in being able to seek help when its needed
 - Favorite song
 - Review visual reflection (Shoulders) as a group and give your own reflection
 - Talk to them, listen to them, have them journal. Don't make assumptions.
 - Model bridge building
 - Software for big classrooms (Poll everywhere, Kahoot, Word Cloud, there are a ton!)
 - Preparing them for and executing hard conversations
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Now before we get to the next idea....

- A hands on activity



Here is an example
Please, tie a slip knot



Now, please tie a bowline knot



Tie a bowline knot





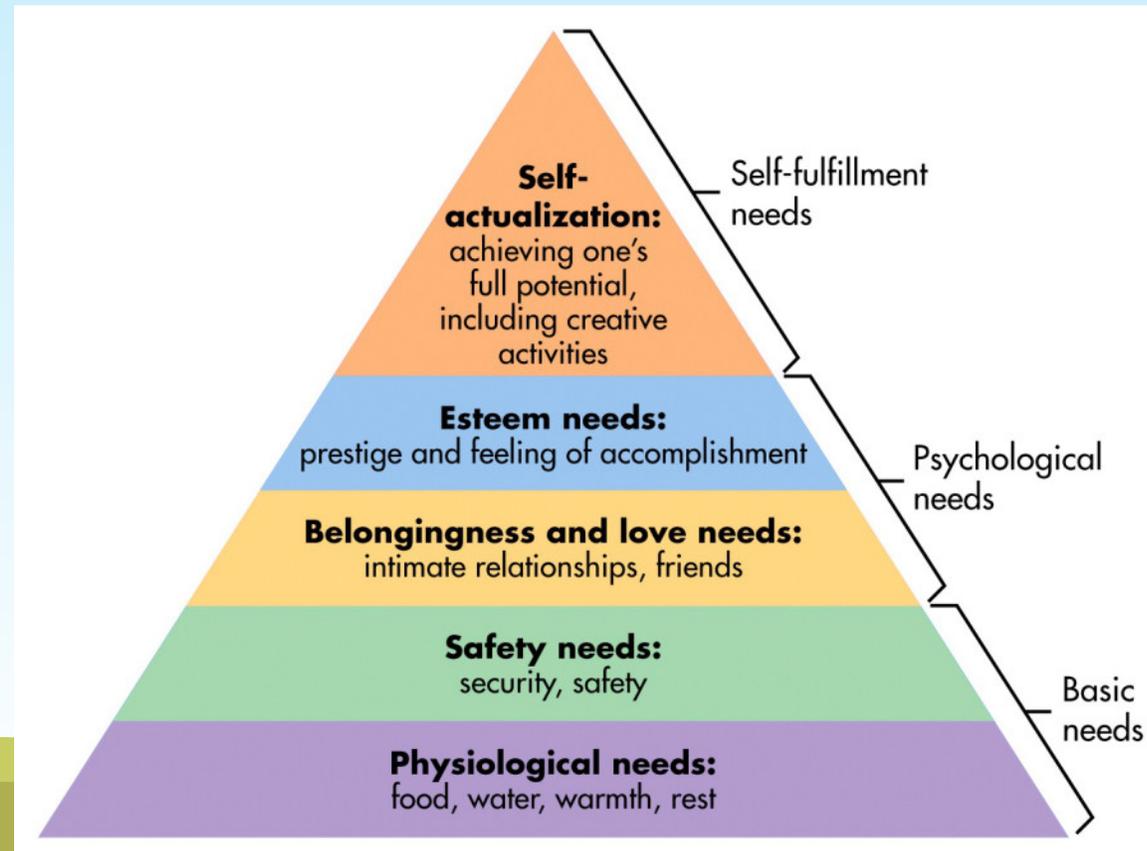
Tip 7: Zone of Proximal Development

- Be wary of task difficulty, both too easy and too hard tasks are frustrating
 - Zone of proximal development (Vygotsky), the area where it is not too easy, not too difficult and they can meet the goal with some **scaffolding**.
 - Motivation can plummet without proper time, prep, scaffolding, or background knowledge
 - Look into work on how you can use **differentiated instruction** in your class/Consider learning preferences (not learning styles).
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8: Consider Basic Needs

- This is Maslow's Hierarchy of Needs



8: Consider Basic Needs

- Information on campus food pantry
<https://service.uark.edu/foodprograms/jane-b-gearhart-full-circle-food-pantry/index.php>
 - Emergency food assistance program that distributes a three day supply of food to all members of a household provided at least one person has a University of Arkansas ID number.
 - Volunteer, bring food, request food, pantry2@uark.edu
- Information about safety concerns <https://uofacares.uark.edu/>



In sum (for today)

- Consider how the environment suits the stage
 - Find opportunities for intrinsic motivation
 - Talk about utility explicitly
 - Build trust and community in your class
 - Consider time, scaffolding, difficulty, and background knowledge to stay in the zone of proximal development
 - Remember to look out for students' basic needs
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Thank you!



Questions?

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