

Course Title: Fostering Student Motivation: A Brain-Based Approach	
Number of Content Modules: 4	Grade Levels: K-12
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Course Description

This course on brain-based strategies for motivating students will provide educators with the knowledge and skills necessary to improve students' choice, persistence, mental effort, and self-efficacy.

The course will cover key strategies for using goal setting to motivate students and direct their attention and effort. Educators will explore techniques for developing self-determination in students through choice and autonomy.

In addition, the course will examine the role of the teacher in fostering a sense of belonging, including the importance of using culturally responsive instruction to influence students' motivation and engagement in learning.

Throughout the course, educators reflect on their teaching practices and develop a plan for incorporating evidence-based motivational techniques in their classrooms. The goal of the course is to empower educators to become confident and competent teachers who create motivating, engaging contexts for learning.

Course Objectives

- CO.1** Juxtapose motivation achievement research with perspectives from culturally responsive literature to provide a more nuanced understanding of motivation for students from historically marginalized and underserved groups.
- CO.2** Explain the reciprocal relationships among learning, motivation, and belonging.
- CO.3** Apply sociocultural and social cognitive perspectives to consider the role of beliefs, behaviors, and the environment in motivation.
- CO.4** Implement an anti-bias classroom culture to promote a sense of belonging for students from historically marginalized and underrepresented groups.
- CO.5** Apply a race-reimagined focus to motivation to include racially influenced, sociocultural perspectives.
- CO.6** Infer levels of motivation using the indices of active choice, persistence, and mental effort.
- CO.7** Classify motivation problems, interventions, and strategies using different theoretical lenses.
- CO.8** Deconstruct assumptions, beliefs, and behaviors to surface root causes of motivational gaps.
- CO.9** Apply motivation theories as a lens to elevate the voices and experiences of students from non-dominant, marginalized, or historically underrepresented groups.
- CO.10** Evaluate individual student motivation using different theoretical lenses.
- CO.11** Analyze motivational data to identify individual student assets and needs.
- CO.12** Apply culturally responsive sustaining dispositions and practices to leverage student assets and support growth in learning and motivation.
- CO.13** Design student-focused motivation interventions that leverage interest, self-efficacy, mastery-oriented goals, and a sense of belonging.
- CO.14** Self-evaluate different motivational constructs (self as a learner and self as an educator) to identify and question how underlying personal assumptions, beliefs, and practices influence equitable and inequitable teaching practices.
- CO.15** Reflect in brave learning spaces to a) center experiences and perspectives of non-dominant groups, b) surface and interrogate beliefs, norms, assumptions, and practices that contribute to inequity, and c) reflect on the influence of socialization, identity, and culture on teaching and learning.

Course Outline

Course Introduction Module

Course available completely online
(24/7 and Self-Paced)

Assignments due by the end of the term.

Module Topics

In this module, you will learn about the course set-up, expectations for learning and collaborating, meet your colleagues, and reflect on your prior knowledge about teaching with artificial intelligence.

- Course Navigation & Methodology
- Course Description
- A Transformative Approach to Education
- Expectations and Community Agreements for Engaging in Brave Dialogue
- Community Building Circle: Course Story
- Course Objectives

Module 1: Culturally Responsive Viewpoints on Motivation

Module Topics

In Module 1, Motivation through a Culturally Responsive Lens, we will explore definitions of both motivation and culturally responsive instruction. After learning about the three indices of motivation, active choice, persistence, and mental effort, you will conduct a mini action research activity to measure the motivation of the students in your class during a learning activity. The module juxtaposes motivation achievement research with culturally responsive sustaining dispositions and practices, acknowledging the Whiteness inherent in much of the literature in the realm of educational psychology. You will finish the module by grouping culturally responsive teaching skills and practices into conceptual categories and selecting the skills and practices you would like to implement in your classroom. In each subsequent module, you will reflect on your motivation to implement these skills and practices using different theoretical lenses.

Section 1: Module Introduction

- Learn about It! Activate Prior Knowledge [30min]
- Learn about It! Defining Motivation [15 min]
- Learn about It! Learning and Motivation: A Reciprocal Relationship [30 min]

Section 2: Measuring Motivation

- Learn about It! The Indices of Motivation [60 min]
- Master It! Mini-Action Research Project: Indices of Motivation [120min]
- Reflect on It! Action Research: Data Analysis through a Lens of Equity and Inclusion [90min]

Section 3: A Culturally Responsive Approach to Understanding Motivation

- Learn about It! Research Perspectives in Educational Psychology [45min]
- Learn about It! Culturally Responsive Teaching [30min]
- Practice It! Culturally Responsive-Sustaining Dispositions and Practices [90min]
- Practice It! Three Tips to Make Any Lesson More Culturally Responsive [90min]

Section 4: Module Wrap-Up

- Master It! Module Wrap-Up [60min]

Module 2: Directing Attention and Effort: Goals and Goal Orientations

Module Topics

In this module, you will learn about goal content and processes and how goals direct attention and effort. After comparing mastery-oriented and performance-oriented goals, you will examine the effects of both orientations on student motivation and achievement behaviors and learn strategies to shape mastery goal orientations in students.

Section 1: Module Introduction

- Reflect on It! Activate Prior Knowledge [30min]

Section 2: How Social and Cultural Values and Expectations Influence Goal Content

- Learn about It! How Goals Influence Motivation [10min]
- Practice It! Critique your Objectives [45min]
- Practice It! Setting Professional Goals: Implementing Culturally Responsive Instruction [45min]
- Learn about It! The Pygmalion Effect [15min]
- Master It! Analyzing Learning Goals: The Pygmalion Effect [90min]
- Reflect on It! Community Concern Circle: The Power of Teacher Expectations [45min]

Section 3: Mastery or Performance? How Goal Orientations Influence Motivation

- Reflect on It! Evaluate your Beliefs and Values about Goal Orientation [30min]
- Learn About It! The Influence of Goal Orientations on Classroom Culture [30min]
- Practice It! Measuring Goal Orientations [45min]
- Practice It! Goal Orientations and Equitable Classroom Practices [45min]
- Reflect on It! Implementation Strategy Bank [20min]
- Learn about It! Setting Goals with Students and Monitoring Progress [30min]
- Practice It! Action Research Journal: Setting Student Goals [120min]
- Practice It! Home-School Connection: Goal Setting [90min]

Section 4: Module 2 Wrap-Up

- Reflect on It! Racialized Perspectives on Motivation: Goals and Goal Orientations [30min]

- Master It! Module Wrap-Up [60min]

Module 3: Self-Determined Learners: Leveraging Intrinsic and Extrinsic Motivation

Module Topics

In this module, you will learn about the differences between extrinsic motivation, intrinsic motivation, self-determination, and interest. You will consider how your own beliefs and assumptions about these motivational constructs influence your approach to motivation in the classroom and your understanding of students. After learning about the components of self-determination theory, including autonomy, competence, and relevance, you will apply culturally responsive sustaining dispositions and practices to promote student motivation and interest. After designing and administering a measure to determine student interests, you will align instructional practices, process, content, and materials to connect to personal interest, activate situational interest, and provide student choice.

Section 1: Module Introduction

- Reflect on It! Activate Prior Knowledge [30min]
- Reflect on It! Assumptions and Beliefs about Intrinsic Motivation, Extrinsic Motivation, and Interest [15min]
- Learn about It! Defining Intrinsic and Extrinsic Motivation [15 min]

Section 2: Leveraging Extrinsic Motivators

- Learn about It! Rewards and Praise [15min]
- Practice It! Circle of Viewpoints: Extrinsic Motivators [30min]
- Reflect on It! Influence of External Motivators [15min]

Section 3: Intrinsic Motivation through Self-Determination

- Learn about It! Intrinsic Motivation: Self-Determination Theory [30min]
- Reflect on It! Self-Determination and Culturally Responsive Sustaining Dispositions and Practices [30min]
- Reflect on It! Two-Spirit: Asset-Focused Indigenous Lenses on Gender and Sexuality [30min]
- Reflect on It! Asset-Focused Lenses on Self-Determination for Individuals with Exceptionalities [30min]
- Practice It! Strategies for Developing Intrinsic Motivation [60min]

Section 4: Leveraging Interest to Promote Intrinsic Motivation

- Learn about It! Comparing Personal and Situational Interest [15min]
- Learn about It! Measuring Individual Interest [20min]
- Practice It! Student Interest Survey [60min]
- Reflect on It! Identity, Culture, and Interest [20min]
- Learn about It! Strategies to Promote Interest [20min]

- Reflect on It! Student Choice [15min]
- Learn about It! Home-School Connections [15min]

Section 5: Module Wrap-Up

- Reflect on It! Racialized Perspectives on Motivation: Intrinsic/Extrinsic Motivation and Interest
- Master It! Module Wrap-Up [60min]

Module 4: Bias and Belonging: An Inverse Relationship

Module Topics

In this module, you will learn about the relationship between a sense of belonging, learning, and motivation. After identifying elements of belonging, you will learn the different opportunity structures you can leverage to promote belonging in your classroom.

Section 1: Module Introduction

- Reflect on It! Activate Prior Knowledge [30min]

Section 2: Elements of Belonging

- Learn about It! What we Know about Belonging from Scientific Research [20min]
- Learn about It! Strategies to Promote Belonging [20min]
- Learn about It! Black and Belonging [30min]
- Reflect on It! The Hard History of American Slavery [30min]
- Master It! Questions of Belonging [90min]
- Practice It! Peer Influences on Belonging [60min]

Section 3: Bias and Belonging: An Inverse Relationship

- Learn about It! Implicit Bias [20min]
- Practice It! The Circle of Trust and Affinity Bias (Part 1) [30min]
- Practice It! The Circle of Trust and Affinity Bias (Part 2) [30min]
- Practice It! Breaking Habits of Prejudice: A Bias Intervention [90min]
- Learn about It! Creating an Anti-Bias Classroom Culture [20min]
- Reflect on It! Classroom Culture [20min]

Section 4: Module Wrap-Up

- Reflect on It! Racialized Perspectives on Motivation: Belonging [30min]
- Master It! Module Wrap-Up [30min]

Course Wrap-Up Module

Module Topics

In the Course Wrap-Up Module, you will reflect on your self-efficacy for mastering the course objectives.

Section 1: Summative Course Reflection

- Master It! Summative Course Reflection [30min]
- Reflect on It! Course Evaluation and Feedback [30min]
- Learn about It! Course Reference List