

Motivational Strategies in the Classroom

SED 686

Spring 2021

TWCT Jigsaw

The purpose of this activity is to help you become a master of a specific chapter of *Those Who Can...TEACH!*

1. You will first work independently at home by reading your specific chapter using the questions below as prompts to help you understand the material.
2. In class, you will be placed with your classmates that also read your chapter. You will then meet for 30 minutes to reach a consensus on the significance of the chapter, take additional notes, and create a drawing or activity to refer to that helps diverse learners.
3. At the appropriate time, you will then separate from your group and meet in another group that is composed of at least one member from each chapter. Your job then is to share your understanding of your specific chapter with your classmates in your group. They are relying on you to help them understanding the significance of this text. This is excellent participation evidence ☺

Chapter 3 Notes

1. Most significant aspect(s) of the chapter and give a rationale for its importance?
 - Glennon and Mohler's argument in Chapter 3 is for some teachers, true learning doesn't follow all the rules. Here are some of the examples of the teachers that "throw out the rule books":
 - Mr. Obrentz (10th Grade World Literature - Personalized literature) - This teacher broke the mold for teaching literature to 10th graders. Other English teachers at this school would teach one book for the entire class, whereas Mr. Obrentz assigned different books to different students based on ability and interest. When reading *Anna Karenina*, students became interested in further reading *War and Peace* because they were engaged and motivated by the way Mr. Obrentz taught. He used his deep understanding of his subject to personalize instruction rather than provide a one size fits all approach.
 - Dr. William Cave (Sophomore Educational Sociology - Personalized Syllabus) - Student, Gordon Yaswen, took a two-credit course to graduate. In the first session they were doodling so Dr. Cave had them stay back to strike a deal: stop doodling and the student had the freedom to write about what they were passionate about and could ignore the syllabus, including the exams. The student took this to heart and found themselves loving the research, writing, and learning process, intrinsically motivated to learn.
 - Luigi Jannuzzi (11th Grade World Religions Class - Personalized Learning with Trips) - Young, relatable teacher that really engaged with his

students. He helped them see new ways of thinking, opened their eyes to the world around them in day trips to New York City and a Hare Krishna temple. As a published playwright, the student, Pegi Vail, is still in contact with Luigi and always took comfort in the idea that he was always their teacher, relatable, and stayed in the lives of former students.

- Ms. Sweers (12th Grad Philosophy - New Way of Thinking) - This student talks about taking a philosophy class that “woke them up” and taught them more than anything else before or since. In one lesson, Ms. Sweers had students take five minutes to mindfully observe a strawberry with their different sense other than taste, then to take five minutes to mindfully eat their strawberry. The lesson finished with the students writing a haiku of their experience which stuck with the student to this day and created a play out of the lesson.
- Mrs. Pardenek (5th Grade - Realized Potential) - This student attended a school that did not offer many opportunities outside of traditional learning. Teaching was not engaging at this school, but Mrs. Pardenek offered Lisa Lipkin a spot in the school play because she knew Lisa was a poet and had previously encouraged her writing. Lisa claimed this had a profound impact in her feeling comfortable with who she is as a person.
- Nancy (Photography - Realized Potential) - Described as “loved” or “hated”, this student loved this teacher because they were unapologetically themselves and always stayed true to that, even if it had a negative impact on some students. On their journey to self-discovery, this student was grateful for the strong sense of identity Nancy instilled in them.
- Professor Moholgy-Nagy (History of Architecture at Pratt - New Way of Thinking) - This professor gave students 180 seconds to design a city. The student drew an apple core and the professor really engaged with them, asking them about their thought process. This helped the student to use the exercise in their life, claiming it helped them “think in a big way, simply”.

2. Analyze this chapter in regards to you as a teacher and describe how it could apply.

The chapter is about going outside the box to try and captivate and inspire student engagement. As a teacher we try to look for methods and ideas that would ignite a students' spark to want to learn rather than forcing them to learn. Like Luigi did with his class and taking them to shows to inspire students. This could be applied to us as well this competitions that would inspire students to learn. Such as model UN, Solar boat, Robotics, Science Olympiad competitions. Giving students a chance to experience it first hand would really help engage students. With the story of Ms. Sweers having them experience what a strawberry is on the outside as well as on the inside brought another layer to the lesson. This method could be applied to various subjects, such as creating an electrical budget for your actual house to see the effects of carbon footprinting, building electrical circuits first hand to understand Ohm's law, or visiting a courtroom to view the perspective of famous court battles.

For me this chapter helped validate some things I already do as an educator, but more importantly showed me how much attention students pay to moments and an overall impression of their teachers and not so much of a recollection of the day-to-day. I would like to think of ways in which I can help challenge my students' thinking with simple but effective learning opportunities that may or may not be related to learning American government. I also think that I could do more to personalize the learning for my students and create more of a personal library of resources to provide for my students. I have many books that I lend out without ever expecting to return, but I think I can do more with digital resources.

3. What questions does this reading bring to mind and why?

- How can the traditional classroom learning model impede learning?
- How can we as educators inspire our students to love learning?
- What impact does personalizing curriculum have on student learning?
- What are some simple but effective lessons to help students challenge their thinking?

4. How would you apply this “new” understanding to your unique situation, please be as specific as possible.

- For me this chapter helped validate some things I already do as an educator, but more importantly showed me how much attention students pay to moments and an overall impression of their teachers and not so much of a recollection of the day-to-day. I would like to think of ways in which I can help challenge my students' thinking with simple but effective learning opportunities that may or may not be related to learning American government. I also think that I could do more to personalize the learning for my students and create more of a personal library of resources to provide for my students. I have many books that I lend out without ever expecting to return, but I think I can do more with digital resources.
- This “new” understanding also confirms to me this approach is one of the best ways to engage students as an educator. I as a Robotics teacher have students who would have never seen engineering before and to inspire students and with having the students experience first hand how to build and create functioning circuits really can really inspire a student to be successful. I also think that I can do more to personalized the learning, I have many females that are interested in engineering but are hesitant to commit, I would love to incorporate different artistic or medical lessons that would help bring more female students into the field.

5. What visual(s) would you use to code the key concepts of this chapter?

- I think creating a digital storyboard with a panel for each teacher could help give a visual of this chapter.
- Comic with different themes: personalized learning, new ways of thinking, and realizing student potential