

Motivating Today's Learner™

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Nearly all educators encounter students who lack the energy, enthusiasm, and motivation to learn. Through this course, educators refresh and revitalize their instructional techniques with easy-to-use strategies and methods that bring lessons to life for all types of learners, even the seemingly unmotivated ones. They explore a variety of issues that may impact student learning, including issues of gender bias. In addition, educators discover ways to design engaging lessons to get and keep the attention of all students.

This course is designed for K–12 classroom teachers, subject teachers, administrators, counselors, and resource teachers.

COURSE TOPICS

- What is motivation?
- Motivating students through quality and equity
- Intrinsic and extrinsic motivation
- A motivating learning environment
- Beliefs and expectations
- Preparing for learning: anticipatory set
- Presentation skills
- Questioning strategies
- Involvement strategies
- Homework strategies
- Assessment and performance feedback
- Using technology to increase motivation

COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate an activity they currently use in the context of motivational principles.
- Analyze the relationship between quality, equity, and motivation.
- Explore how to use rewards effectively to recognize student achievement and increase motivation.
- Select and employ effective strategies for providing recognition to all students.
- Explain the relationship between a supportive learning environment and student motivation.
- Evaluate the difference between self-esteem and self-efficacy.
- Develop an effective anticipatory set for use in an existing or a future lesson.
- Evaluate presentation skills against the five key elements of verbal and nonverbal communication.
- Integrate verbal and nonverbal communication strategies to deliver effective presentations and motivate learners.
- Identify, evaluate, and develop strategies for providing equitable response opportunities to all students.
- Practice using wait time to evaluate how it helps to engage students and elevate the quality of their answers.
- Modify a lesson plan to effectively employ involvement strategies that boost motivation.
- Select and employ appropriate involvement strategies in a lesson to elicit collaborative thinking.
- Evaluate your current homework strategies and identify new strategies that would increase motivation in your classroom.
- Develop a tool to help involve parents in your classroom and inform them about the importance of homework.
- Develop a lesson using technology to motivate students.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Motivating Today's Learner™*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Motivating today's learner*. Baltimore: Executive Producer.
- The course textbook(s):
 - Anderman, E., & Anderman, L. (2010). *Classroom motivation*. Upper Saddle River, NJ: Pearson.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *Motivating Today's Learner™*
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Motivating today's learner*. Baltimore: Executive Producer.
- The course textbook(s):
 - Anderman, E., & Anderman, L. (2010). *Classroom motivation*. Upper Saddle River, NJ: Pearson.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at <http://www.mozilla.org>.

Trademark Information

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Lee Canter, M.S.W.

The video presentations will be hosted by Lee Canter, nationally recognized expert in classroom management. Throughout this course, Mr. Canter will be introducing other experts who will share practical skills you can use in your own teaching situation to increase student motivation and, as a result, increase your own motivation as a teacher.

Phyllis Lerner, M.A.

Phyllis Lerner is a nationally recognized teacher of teachers. For the past two decades, she has helped countless teachers improve their effectiveness, especially in the area of motivational strategies. Ms. Lerner's background includes K–12 teaching, as well as curriculum and staff development with TESA (Teacher Expectations and Student Achievement), GESA (Generating Expectations for Student Achievement), and local and state education agencies nationwide. Ms. Lerner will lay the foundation for the course and discuss such topics as creating a supportive learning environment, using an anticipatory set to grab students' attention, developing questioning strategies that engage all learners, and providing students with ongoing feedback.

Merrill Harmin, Ph.D.

Dr. Merrill Harmin is the author of numerous journal articles and the best-seller *Inspiring Active Learning*. Dr. Harmin is a professor emeritus at Southern Illinois University. While at the university, he directed the Inspiring Strategy Institute, a teacher-training and consulting organization that focuses on improving classroom instruction through an active learning approach. Dr. Harmin will present exciting instructional strategies that promote student involvement in the learning process.

Pat Heim, Ph.D.

Dr. Pat Heim is president of The Heim Group, a consulting organization that specializes in communication and leadership development. A nationally recognized expert in her field, Dr. Heim has taught at the University of Colorado, San Diego State University, and Loyola Marymount University. Dr. Heim will focus on presentation skills to help keep students' attention and increase their motivation.

Sharon Lockett, Ph.D.

Dr. Sharon Lockett is an educational consultant and former school principal. She has worked with educators who face some of the most diverse student populations in the country, addressing issues such as behavior management, parent involvement, homework, violence prevention, and teacher and student self-esteem. Dr. Lockett will focus on two areas: how to motivate students to complete homework and how to use recognition strategies that will increase students' academic performance.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.