

## Send Motivational Messages

Consistently providing words of encouragement increases motivation, persistence, and completion rates (Nilson & Goodson, 2018). Motivational messages can serve various purposes: contributing to a welcoming environment, recognizing students' accomplishments and helping others to learn from them when done publicly, encouraging persistence, and providing helpful information. It is important to note that if you send too many or too few messages, they may not have the desired effect (Nilson & Goodson, 2018). Rather than sending multiple emails, announcements, or messages each week, instructors should use a variety of channels to provide consistent words of encouragement and send more substantive motivational messages every other week (Nilson & Goodson, 2018). Also, remember that praise is only beneficial to students when it specifically addresses what was done well. Below are several practices for sending motivational messages to your students throughout the course.

- **Module Introduction Message:** Send an email or post an announcement at the start of a new module to introduce the new topic, and explain how it builds on previous modules as well as how it connects to course learning outcomes. It is also motivating to provide connections to real-world uses and/or issues.

*Welcome to Module 3 of Dispute Resolution 3701. In the last module, we learned about interest-based vs. position-based negotiation strategies. We worked through several case studies and applied both negotiating techniques. We found that an interest-based approach facilitates more creative problem-solving and more satisfying outcomes for all parties. However, not all disputes are appropriate for this type of negotiation.*

*For example, let's say you and your family move to a new town and are staying in a temporary and expensive rental while you look for a home to buy. You find the perfect home and put in a bid slightly above the asking price to show your interest. The seller rejects your offer saying that it's not even close to what the house is worth and does not provide a counteroffer. If this case were to go to mediation or negotiation, each party would want to argue their position based on laws, rules, common practices, and other factors which would be best addressed with a rights-based negotiating strategy.*

*Let's start learning the basics of this type of negotiation strategy by reading Chapter 4 of the textbook, and then we can have a lively discussion applying what we have learned to a real-life scenario. This will allow you to have a deeper understanding of how this strategy works and where it can be tricky in a real-world context.*

- **End-of-module message:** Close each module by summarizing the key concepts/skills and/or attributes learned as well as offering some positive encouragement about the effort students put into the module and how they demonstrated their learning. Repeating what was learned and how students demonstrated learning is important because the research on how people learn indicates students need multiple engagements with new concepts and ideas to be prepared enough to apply the knowledge and skills gained to new situations.

*Dear Fellow Statisticians,*

*I'm so impressed with the progress you've made in developing interview protocols! You're well on your way to conducting your first formal, in-depth interview. You've accomplished a lot in the past three modules: you developed a research question, created interview questions to help answer your research question, and designed an interview protocol with instructions for how to conduct the interview. In addition, you piloted the protocol with your partner, and you've practiced transcribing a mock interview. And finally, this week you created a spreadsheet as well as an initial set of codes to help you organize data from the transcriptions. As you'll recall, codes allow you to label and reduce the data and give you a way to systematically look across several interviews at once to identify patterns (e.g., differences and similarities).*

*Because we can't anticipate everything that an interviewee will say, we need to be prepared to create additional codes. During our next module, after you and your partner conduct several interviews, we'll spend a lot of time developing new codes in order to capture and organize emerging themes. This will involve a number of steps that you've already practiced: defining the code, making sure it's conceptually distinct from other codes, and piloting the code to ensure that you and your partner are using the code reliably to label the same data. Developing codes is an iterative, nuanced, and fun (I think!) process. I'm confident that if you apply the skills you've acquired so far, each of you will rise to the challenge. I'm looking forward to kicking off Module 4 with you next week!*

- **Automated feedback in online quizzes:** For an incorrect response, include an explanation of why the answer was incorrect and address any common misconceptions. Also, direct the student to where they can find the correct information. For correct responses, use the feedback to reinforce learning by including a reminder of why a response was correct as part of a congratulatory message. For example:

Class: Sexual Health and Wellness

Based on the documentary we watched last week and the related readings, why did Fresh-eez grocery store chain decide to sell nitrosamine-free condoms? As you'll recall, nitrosamines are a class of carcinogenic chemicals that are in products like cosmetics, tobacco, fish, beer, fried foods, meats, and rubber. Most condoms contain nitrosamines, and during sex, condoms can leach nitrosamines.

- a) Fresh-eez wanted to make sure the products they sold reflected their commitment to a cancer-free world since nitrosamines from condoms contribute to a large percentage of our overall exposure to nitrosamines.

*[automated feedback: Incorrect answer. Nitrosamines from condoms contribute to a small percentage of our overall exposure. Please refer back to this [peer-reviewed article](#) in last week's readings to refresh your memory.]*

- b) Fresh-eez wanted to make sure that the products they sold reflected their commitment to chemical-free brands.

*[Automated feedback: Correct answer! As the [report](#) we read from the World Health Organization and the United Nations Population Fund highlights, condoms can leach nitrosamines during sex. Offering a chemical-free condom option was the most compelling reason for Fresh-eez to carry the Safe & Sustainable brand condoms across their line of stores. Nicely done!]*

- c) Because of their commitment to an HIV-free world, Fresh-eez wanted to encourage women to buy and use condoms. They thought that sustainable branding would appeal to women more than the hyper-sexual branding that's common on condom packaging.

*[Automated feedback: Incorrect answer. It's true that a whopping 63% of women and 45% of men in the US didn't use a condom with someone they just met (see this [2010 peer-reviewed article](#)). But this wasn't the main reason why Fresh-eez started carrying the Safe & Sustainable product line.]*

- d) The family that owns Fresh-eez has a long history of bringing sustainably produced products to market and was committed to disrupting the sexual-

wellness industry by embedding sustainability into their business practices. They were, after all, the company responsible for revolutionizing the steam-cleaning industry.

*[Automated feedback: Incorrect answer. It's true that the Morel family was a leader in bringing sustainable products to market. But as the documentary emphasized, disrupting the sexual-wellness industry was a "byproduct," or a positive unintended consequence, of their decision to carry Safe & Sustainable condoms.*

- **Reminder announcements:** Students appreciate reminders or nudges about upcoming deadlines and assignments (including discussion forums, project assignments, quizzes, etc.). It is also helpful to send a link to the discussion forum, assignment or quiz and take the opportunity to add words of encouragement. For example:

*Just a friendly reminder that your annotated bibliography is due in two days. I know that writing the annotated bibliography can be a time-consuming process. I promise it will pay off when it's time to write your papers, because you will know exactly what information you have and how you want to use each resource. In addition, you will use this information to develop a detailed outline for the next assignment.*

*From there, the paper practically writes itself!*

- **Strategies for success:** Before a challenging assignment or test, send a motivational email that provides students with words of encouragement and strategies to tackle the challenge successfully. For example:

*Hi everyone! I know some of you are worried about the literary analysis essay due in a few weeks. I thought you might find it helpful to read this annotated example of a student's paper from last semester. I've noted the required elements and provided some additional commentary as well, so you'll better understand how to construct your essay. Don't worry; you've got this!*