

2D: Classroom Demonstration

Linda Nilson, PhD, Higher Ed. Education Expert & Author, Clemson University [00:00:00] The connection between motivation and learning, it's like this, it's very, very tight.

Lisa M. Di Bartolomeo, PhD, Singer Professor in the Humanities, Teaching Associate Professor, Department of World Languages, Literature & Linguistics, West Virginia University [00:00:12] When children are very, very small, they don't have a stable understanding of presence as opposed to absence. So if your mom disappears from your sight as a little kid, she's gone, you freak out, you cry.

Lisa M. Di Bartolomeo, PhD [00:00:25] My enthusiasm for the topics and my openness to listening to them, I think contribute to their openness to learning it.

Lisa M. Di Bartolomeo, PhD [00:00:35] We're going to go through, talk about psychoanalysis, talk about the reading, about transitional objects, and then we're going to talk about your objects and we're going to try to figure out why they're meaningful for each of us. So who's ready? Who wants to share first?

Student [00:00:49] So this is my baby blanket. But when I was little, I used to call it my baba.

Lisa M. Di Bartolomeo, PhD [00:00:53] And so you, you brought it with you to WVU. You've had it with you the whole time.

Student [00:00:57] Yes, I've had it forever.

Lisa M. Di Bartolomeo, PhD [00:00:59] Stress tends to necessitate you get a new object.

Linda Nilson, PhD [00:01:03] You are trying to motivate students to get engaged with the course experience, engaged with the material, and frankly engaged with you, the instructor. One of the most motivating factors is the rapport between you and your students.

Terri Jett, PhD, Associate Professor, Department of Political Science, Butler University [00:01:20] I'm going to talk a little bit about why I am a political scientist. I was bussed as a child. And I remember having to take a trip that was about an hour and a half bus ride. And I was wondering to myself, how did this happen? Who made this decision to bus me up to this school so that I could get a better education?

Alannah, Student, Butler University [00:01:42] This was really helpful just to see where she was coming from and to see an experience from so long ago that really she could relate back to what she was doing now. And it makes you think about all the experiences that you've gone through, how they relate to your education and what is important to you.

Mika LaVaque-Manty, PhD, Arthur F. Thurnau Associate Professor, Department of Political Science, University of Michigan [00:01:58] One of the reasons I'm interested in these things, why I'm doing actually research work on the wearable tech is that I'm interested in motivation and autonomy. My wife and I compete on steps. In the morning when she asks me, how did you sleep? I'll tell her, I don't know, I haven't looked at the data yet.

Mika LaVaque-Manty, PhD [00:02:17] There are lots of ways of getting at learning how to express oneself better, writing better, thinking better. So I want to give them choices. And this time they had read two different pieces. One half had read one piece and the other half had read the other.

Mika LaVaque-Manty, PhD [00:02:32] You will spend with the folks who read the same text as you, figuring out how to write a good pitch so that the other side will want to read your text.

Linda Nilson, PhD [00:02:41] It's very helpful to students to, extending their attention span and motivating them, to use a variety of teaching methods.

Brenda Gunderson, PhD, Senior Lecturer, Department of Statistics, University of Michigan [00:02:51] Bar charts and pie charts would be better for what kind of data instead? Not quantitative but . . . categorical.

Linda Nilson, PhD [00:02:58] Do something for, let's say, like mini-lecture for maybe 15 minutes. Then have students do an activity and then maybe have another activity.

Brenda Gunderson, PhD [00:03:06] Look up your multiplier. Work with your neighbor to start putting everything in.

Linda Nilson, PhD [00:03:11] And then maybe do some sort of assessment, maybe do some sort of review.

Brenda Gunderson, PhD [00:03:15] Can we go to our notes then on page 143. We covered this last Thursday.

Linda Nilson, PhD [00:03:20] You have to get them active to keep their attention. It really, really helps to do that. Students love the variety.

Lisa M. Di Bartolomeo, PhD [00:03:33] Take a picture of yourself with your transitional object. You can email me your little story, a blurb about it. If you have it with you, I want a picture so tweet it with hashtag transitional object, and that's how I'll know that you did it.

Lisa M. Di Bartolomeo, PhD [00:03:49] I try to give as many different kinds of assignments and activities and grades as possible because not everybody does very well on standardized tests.

Linda Nilson, PhD [00:03:58] You could have them do any number of things and students respond well to that choice. You will get better products.

Alison O'Malley, PhD, Assistant Professor, Department of Psychology, Butler University [00:04:08] The most challenging assignment that you face in this course, how am I going to measure change? How do I measure improvement? What tools am I going to use to track that?

Linda Nilson, PhD [00:04:19] You set high expectations for them, high standards for them, but you have to enable them to reach those standards. If you cannot achieve a goal, why go after it? But if you can, because you know what you're supposed to do, you're going to be more motivated to go for it.

Alison O'Malley, PhD [00:04:38] In order to help us be motivated, we rely very heavily on goals. So the purpose is to talk a lot about what good goals look like and how they help us perform at a high level.

Student [00:04:50] So we suggested that we set it high, but not too high that it's unattainable. So something around 90%, because it's a high goal, but it is also attainable.

Alison O'Malley, PhD [00:05:00] Anything else that we want to add on about what a good goal looks like?

Student [00:05:04] If someone has a specific goal, don't they also do better?

Alison O'Malley, PhD [00:05:07] Goals that have two properties--difficult and specific--outperform all other goals.

Linda Nilson, PhD [00:05:14] That will help sustain their motivation. When they have a goal, they have a direction.

Mika LaVaque-Manty, PhD [00:05:22] I wanted to pull a couple of quotations from your reading quizzes. You hate the reading quizzes. I love them because it shows how much you get all this stuff.

Linda Nilson, PhD [00:05:32] Eighty percent of them won't do the readings, or so surveys have found, if you don't put some sort of incentive in there for them to do it. They have to do some sort of homework on the readings or

they come in the next day and they get a daily quiz on the readings or you call on them randomly, let's say you have a stack of cards with their names on it. You throw out a question and then you pick a card off the top.

Alison O'Malley, PhD [00:05:57] You have grown so much in your skills. It's really remarkable. You've done a job analysis. You've done that really technical nitty-gritty work, understanding all the innards of a job, right? You did that.

Kristen, Student, Butler University [00:06:10] Just getting that positive feedback is really motivating to me to, like, try and contribute more the next time.

Mika LaVaque-Manty, PhD [00:06:16] Give me an example of an incentive.

Student [00:06:19] Lecture attendance points.

Mika LaVaque-Manty, PhD [00:06:21] Lecture attendance points, yes, indeed.

Zain, Student, University of Michigan [00:06:22] I think you need about a hundred and twenty-five thousand points to have an A. So regardless of where everyone else in the class is at you can still get an A and I think that's really motivating.

Lisa M. Di Bartolomeo, PhD [00:06:31] Okay, the oldest kid normally has imaginary friends . . .

Student [00:06:34] Because they have no one to play with.

Lisa M. Di Bartolomeo, PhD [00:06:35] Maybe . . .

Megan, Student, West Virginia University [00:06:38] She has her teaching assistants hand out dollars to students who participate and she collects the dollars at the end of class. And however many dollars you have speaks to your participation.

Lisa M. Di Bartolomeo, PhD [00:06:49] They know, oh, I got three dollars that day. I only got one dollar this day. I need to up my game. The transparency and the immediacy is very affirming for them and gives them a clear sense of how they're doing and where they need to improve.

Lisa M. Di Bartolomeo, PhD [00:07:04] Well done, sir, well done.

Wyatt, Student, West Virginia University [00:07:06] It's not strictly just because of the dollars, but yeah, I do look forward to participating in this class because it's a lot of fun.

Brenda Gunderson, PhD [00:07:11] But we have a clicker question coming up then for part A. So look at question A and let's start clicking in some answers here.

Brenda Gunderson, PhD [00:07:18] I do like to give them a little motivation to try to answer these clicker questions correctly. So if they ever get a hundred percent all correct on a clicker question, I promised at the beginning of the term I would do a cartwheel for them.

Brenda Gunderson, PhD [00:07:31] Poll is closed and we have . . . say it louder. That's one hundred percent. Okay, one, two, three.

Mika LaVaque-Manty, PhD [00:07:46] Somebody who is enjoying something is much more likely to learn and even just to pay attention.

Linda Nilson, PhD [00:07:51] Motivation is absolutely key to a student's learning, in terms of how much students learn, how well the students learn it, and how well they retain it. So we have to motivate our students to want to learn. We, that's, that's the biggest part of our job.