Motivate Lab

Bringing Purpose and Relevance to Your Classrooms, Curriculum, and Campus

Kenn Barron

Fall 2021 Southwestern Week

Motivate Lab Mission

To improve people's lives through rigorous motivation research.

Motivate Lab Mission

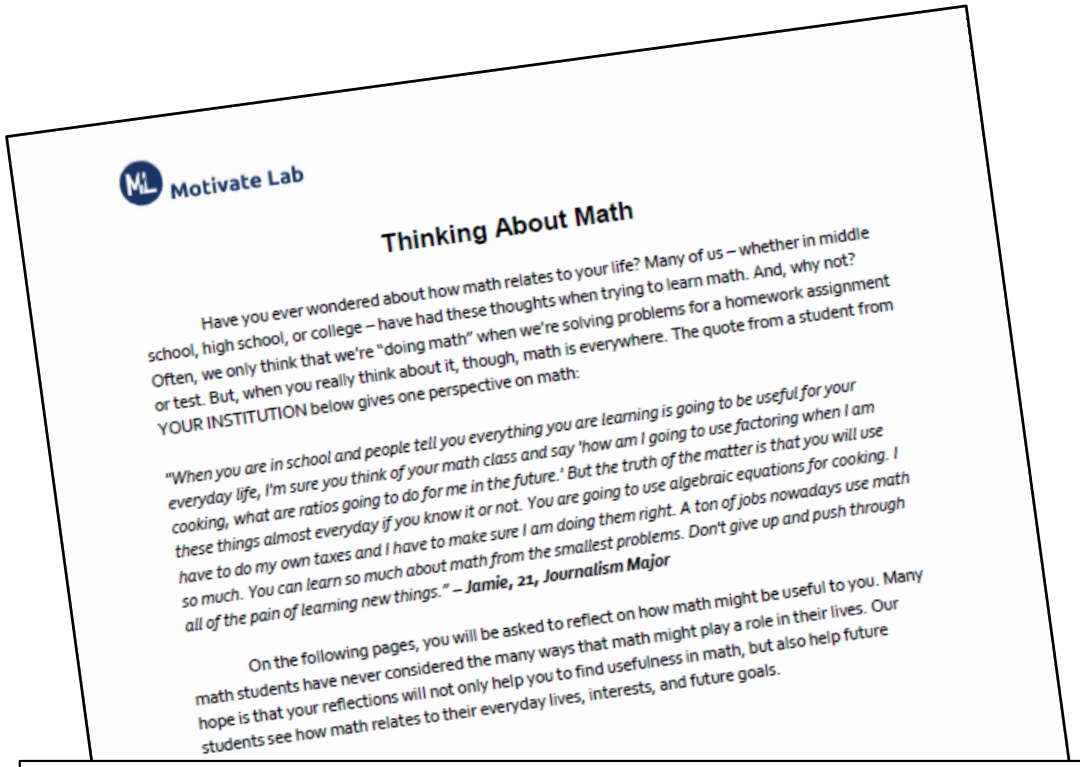
To improve people's lives through rigorous motivation research…

and partnerships.

Plan for This Afternoon

How can we get better at bringing Purpose and Relevance to our Classrooms, Curriculum, and Campus?

Opening Activity #1



Motivate Lab

Thinking About Math

Have you ever wondered about how math relates to your life? Many of us – whether in middle school, high school, or college – have had these thoughts when trying to learn math. And, why not? Often, we only think that we're "doing math" when we're solving problems for a homework assignment or test. But, when you really think about it, though, math is everywhere. The quote from a student from YOUR INSTITUTION below gives one perspective on math:

*"When you are in school and people tell you everything you are learning is going to be useful for your everyday life, I'm sure you think of your math class and say 'how am I going to use factoring when I am cooking, what are ratios going to do for me in the future.' But the truth of the matter is that you will use these things almost everyday if you know it or not. You are going to use algebraic equations for cooking. I have to do my own taxes and I have to make sure I am doing them right. A ton of jobs nowadays use math so much. You can learn so much about math from the smallest problems. Don't give up and push through all of the pain of learning new things." – **Jamie, 21, Journalism Major***

On the following pages, you will be asked to reflect on how math might be useful to you. Many math students have never considered the many ways that math might play a role in their lives. Our hope is that your reflections will not only help you to find usefulness in math, but also help future students see how math relates to their everyday lives, interests, and future goals.

Instructions:

1) We want you to re-visit your college experiences in math classes.

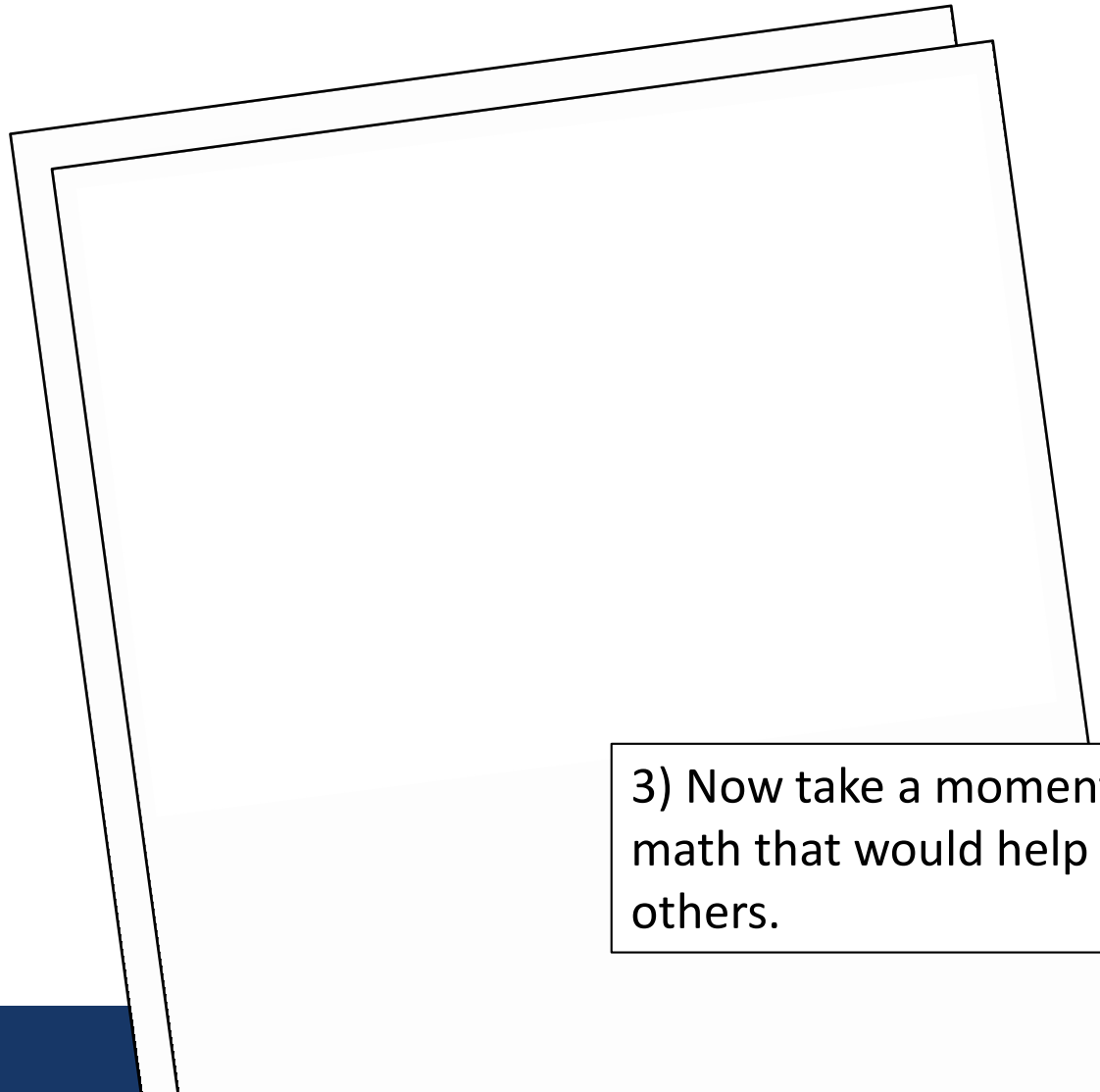
2) Take the next few minutes to read through the packet and to write a response.

3) You'll have an opportunity to share what you wrote.

4) Now turn to a neighbor and share your responses with each other.

Take note of major themes in your responses and how they may be similar <u>as well as</u> different.

Opening Activity #2

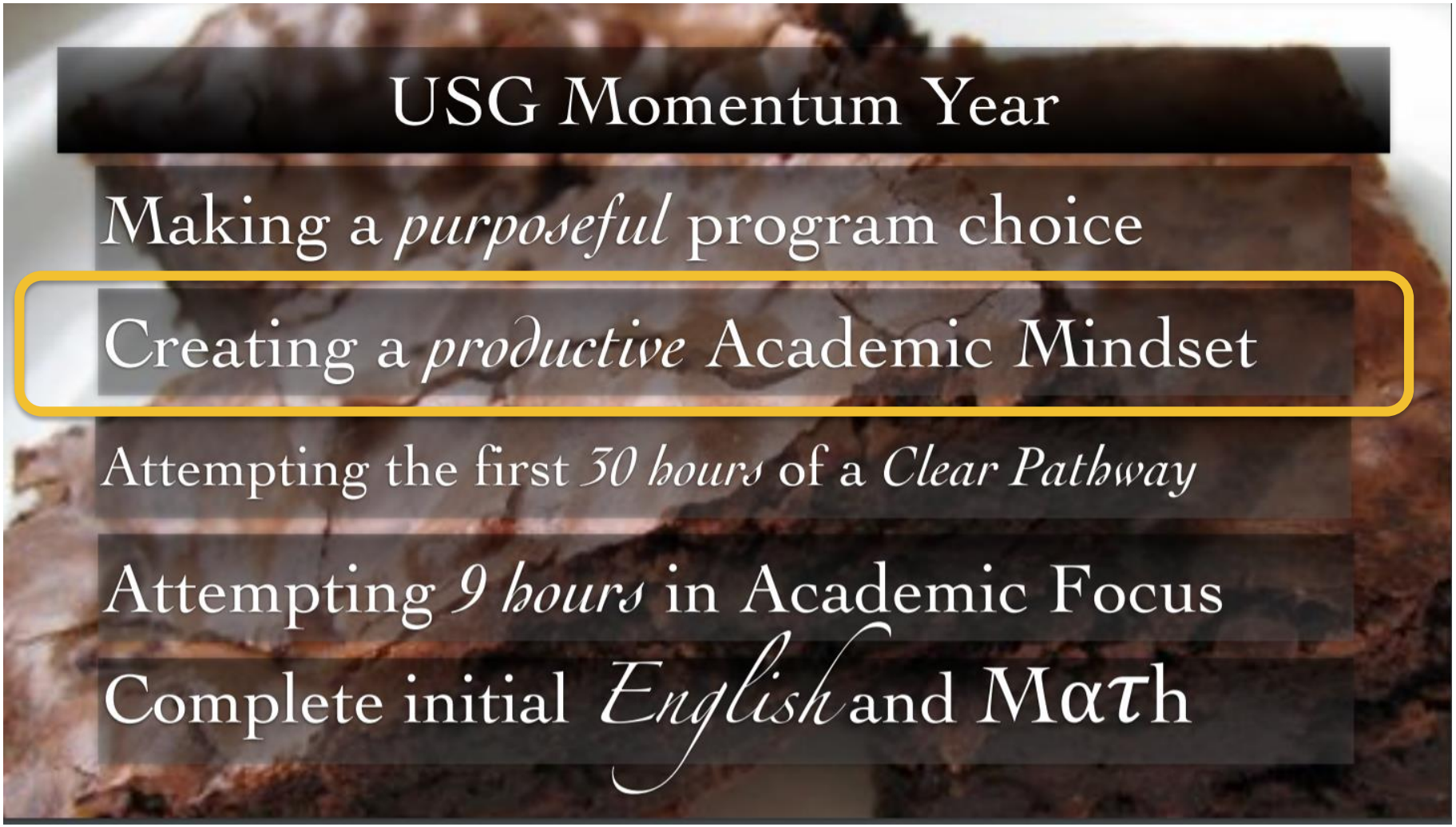


Instructions:

1) Flip over the math handout to the blank page on the back

2) Take a moment to write a definition for your field that would help explain its purpose to others.

3) Now take a moment to write a definition for math that would help explain its purpose to others.


USG Momentum Year
Making a *purposeful* program choice
Creating a *productive* Academic Mindset
Attempting the first *30 hours* of a *Clear Pathway*
Attempting *9 hours* in Academic Focus
Complete initial *English* and Mαth

What Are Academic Mindsets?

- Students' beliefs about learning and school

- Students with productive academic mindsets are…
  - More motivated to take on challenging work
  - More likely to persist in the face of setbacks
  - More likely to achieve at higher levels

3 Key Mindsets

Purpose & Relevance

Growth Mindset

Do I have what it takes to learn this?

Do I want to learn this?

Sense of Belonging

Do I belong here?

Mindset GPS

Purpose & Relevance

Growth Mindset

Do I have what it takes to learn this?

Do I want to learn this?

Sense of Belonging

Do I belong here?

Mindset GPS

Purpose & Relevance

Growth Mindset

Do I have what it takes to learn this?

Do I want to learn this?

Sense of Belonging

Do I belong here?

Purpose and Relevance:

Students can value learning for different reasons

Intrinsic:

This is fun! I just like doing this.

Extrinsic:

I will get a reward or avoid a punishment.

Identity:

This is who I am. It's important to me to be good at this.

Prosocial:

This allows me to do something that makes a difference in the world.

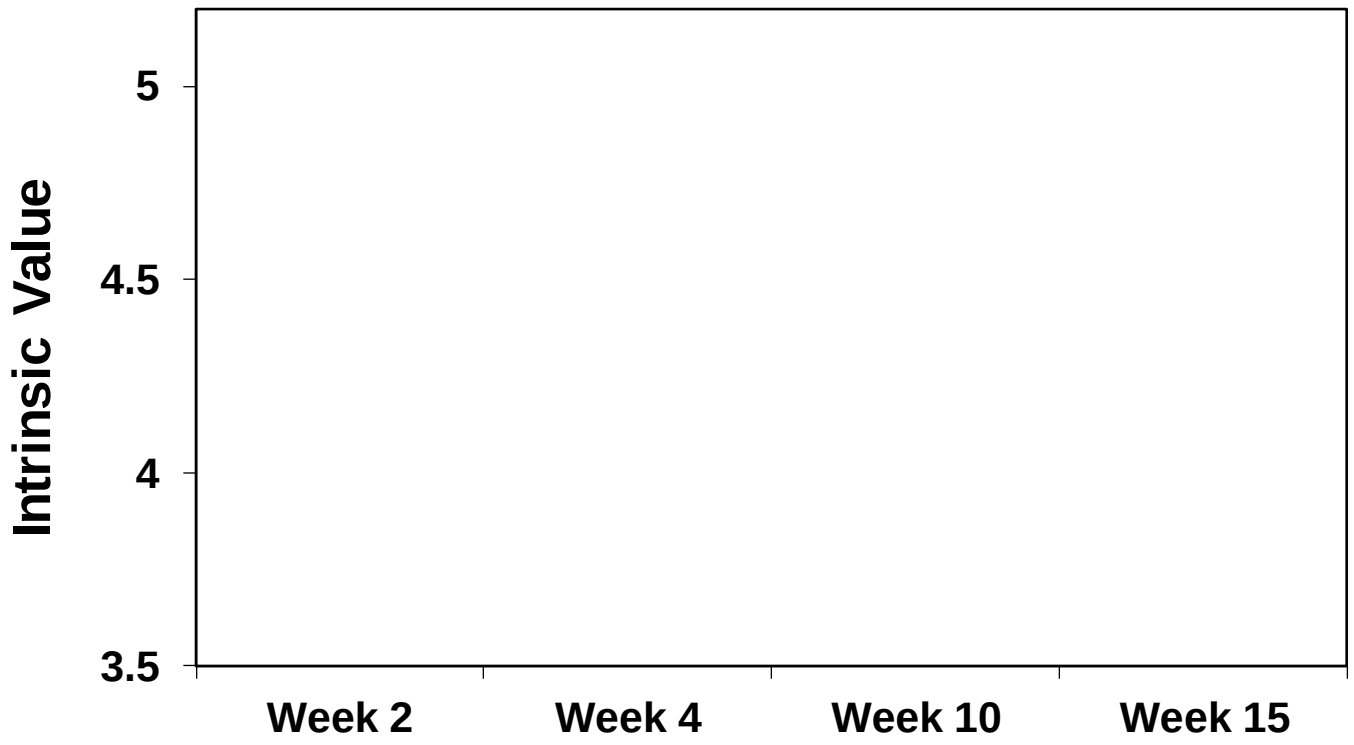
Utility:

This is useful and relevant for my:

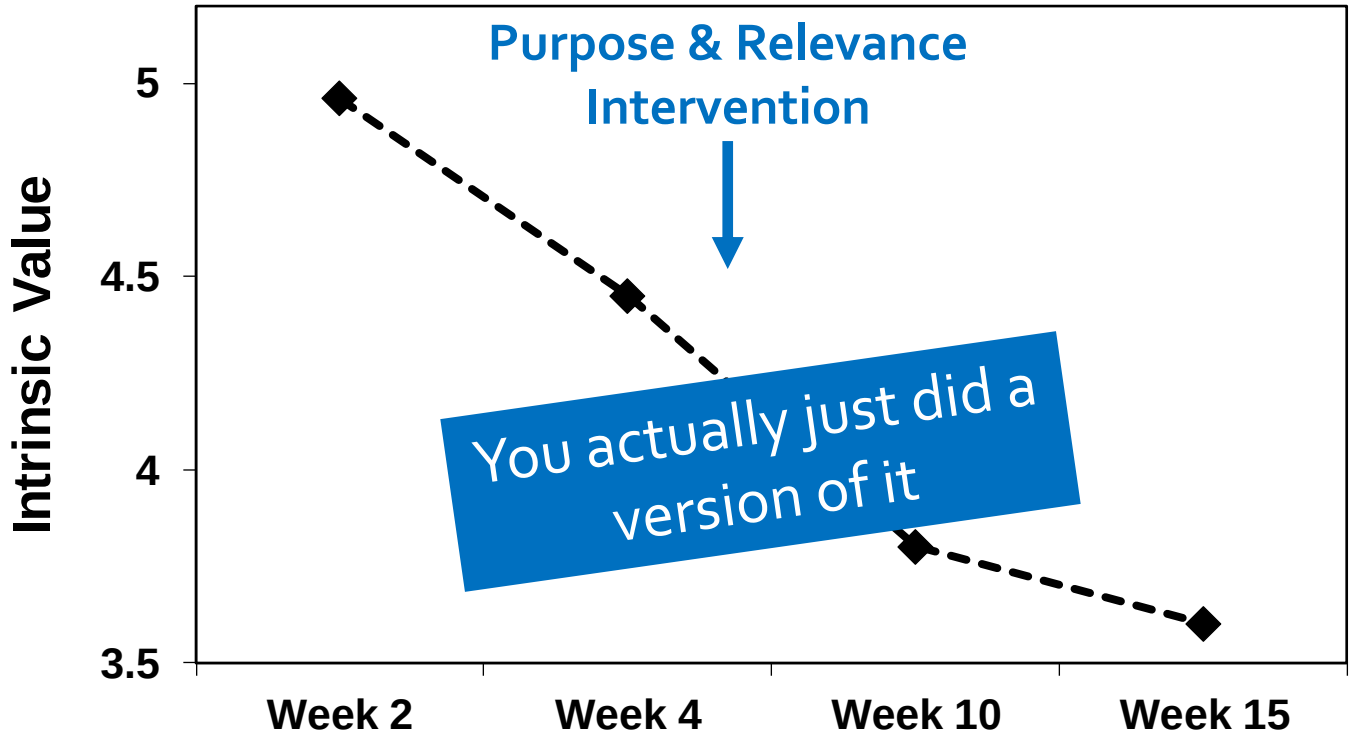
- *Daily life*
- *Future education*
- *Career*
- *Interests and hobbies*

Deci and Ryan (2000); Eccles and Wigfield (2000); Tibbetts et al. (2016)

What Happens to College Students' Intrinsic Value Across a Semester?



But, Can This Be a Hopeful Story with a Purpose & Relevance Intervention?



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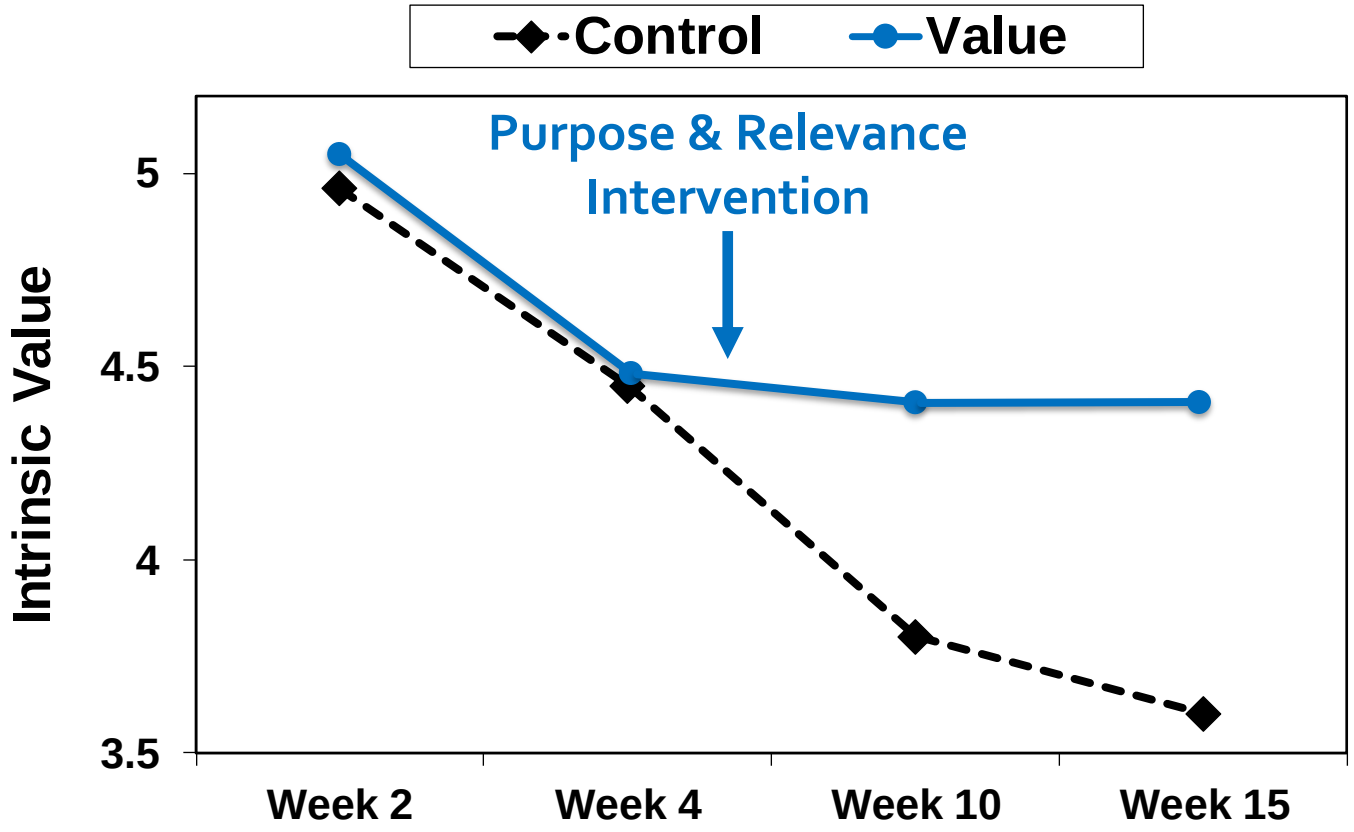
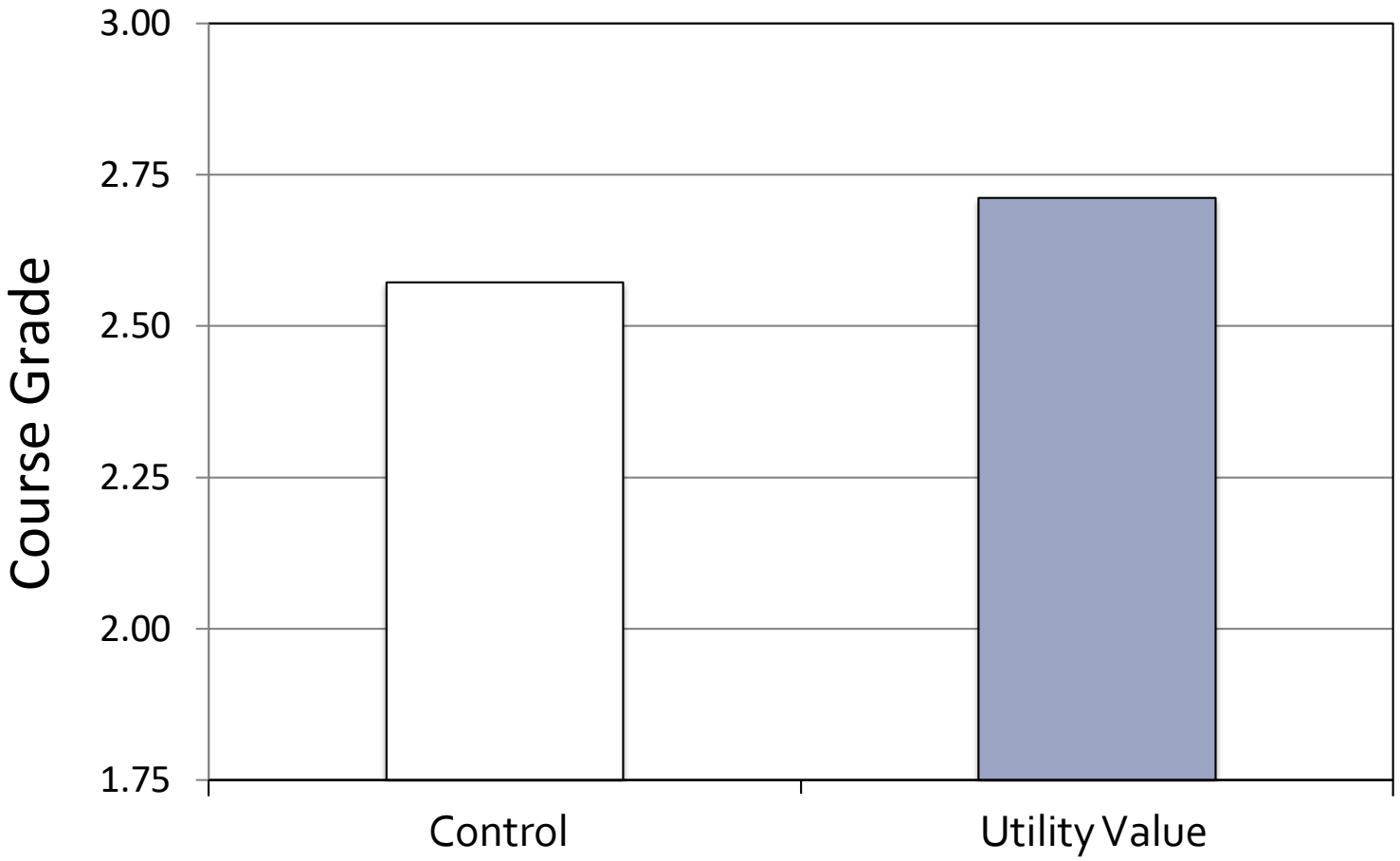


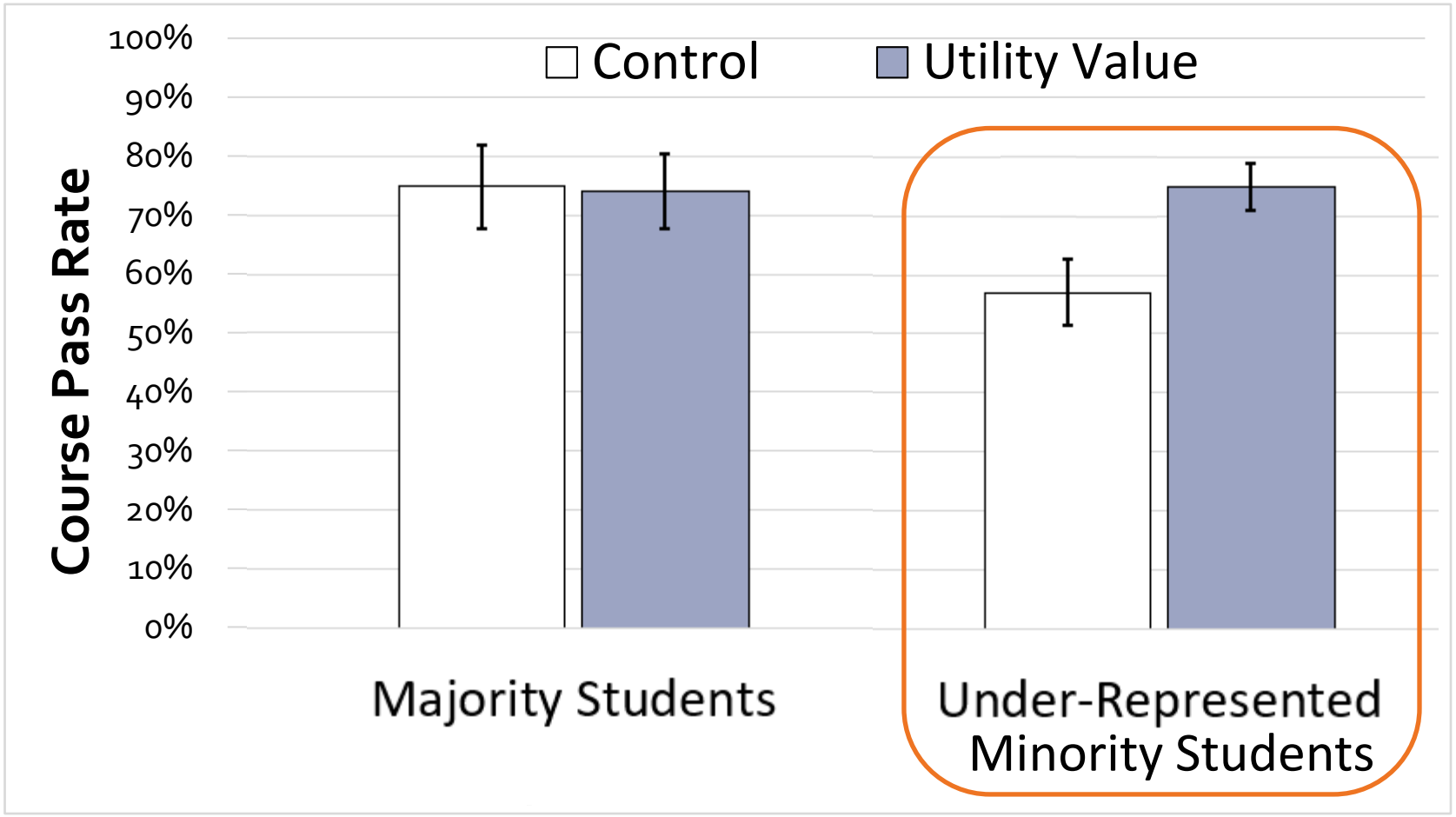
Purpose & Relevance Interventions Boosts Key Outcomes
(College Biology)



Harackiewicz, Canning, Tibbetts, et al. (2016)

Additional Benefits for Students Under-Represented in Higher Ed

(College Developmental Math)



Hulleman, Murrah, Tibbetts, Francis, Lee, et al. (in prep)

And Still More Benefits....

Particularly effective for students with:

1) lower levels of prior academic performance

2) lower levels of confidence in the subject

Review of Educational Research
June 2011, Vol. 81, No. 2, pp. 267–301
DOI: 10.3102/0034654311405999

Social-Psychological Interventions in Education: They're Not Magic

David S. Yeager and Gregory M. Walton
Stanford University

Recent randomized experiments have found that seemingly "small" social-psychological interventions in education—that is, brief exercises that target students' thoughts, feelings, and beliefs in and about school—can lead to large gains in student achievement and sharply reduce achievement gaps even months and years later. These interventions do not teach students academic content but instead target students' psychology,

to think of them as quick fixes to complicated problems or to consider them unworthy of serious consideration. The present article discourages both responses. It reviews the theoretical basis of several prominent social-psychological interventions and emphasizes that they have lasting effects because they target students' subjective experiences in school, because they use persuasive yet stealthy methods for conveying psychological ideas, and because they tap into recursive processes present in educational environments. By understanding psychological interventions as powerful but context-dependent tools, educational researchers will be better equipped to take them to scale. This review concludes by discussing challenges to scaling psychological interventions and how these challenges may be overcome.

Utility Value Intervention

1. Select a topic that is currently being covered in class.
2. Write a one-paragraph essay that **applies the topic to your life** (control: just summarize the topic).
3. Repeat multiple times over course of semester.

"After a hurricane there's a big chance of losing power and flooding. One way math could help is to try to figure out how much water we might need for daily use. Like how many gallons for me, my husband, and our three kids to bathe, cook, or drink. Every year when we prepare for hurricane season, we could estimate how much water and food we will need for one day, one week, or longer. We would use proportions and statistics to do our calculations. That way we'd know how much money to set aside to be ready in case something bad happens."

- Florida College Student

What's Driving These Effects?
Personal Connections

Florida college student:

"After a hurricane there's a big chance of losing power and flooding. One way math could help is to try to figure out how much water **we** might need for daily use. Like how many gallons for **me**, **my** husband, and **our** three kids to bathe, cook, or drink. Every year when we prepare for hurricane season, **we** could estimate how much water and food **we** will need for one day, one week, or longer. **We** would use proportions and statistics to do **our** calculations. That way **we'd** know how much money to set aside to be ready in case something bad happens."

What's Driving These Effects?
Specific Connections

Florida college student:

"After a hurricane there's a big chance of losing power and flooding. One way math could help is to try to **figure out how much water we might need for daily use.** Like how many gallons for **me**, **my** husband, and **our** three kids to bathe, cook, or drink. Every year when we prepare for hurricane season, **we could estimate how much water and food we will need for one day, one week, or longer. We would use proportions and statistics to do our calculations**. That way **we'd** know how much money to set aside to be ready in case something bad happens."

What's Driving These Effects?
Meaningful Connections

Florida college student:

"After a hurricane there's a big chance of losing power and flooding. One way math could help is to try to **figure out how much water we might need for daily use**. **Like how many gallons for me, my husband, and our three kids to bathe, cook, or drink**. Every year when we prepare for hurricane season, **we could estimate how much water and food we will need for one day, one week, or longer. We would use proportions and statistics to do our calculations**. **That way we'd know how much money to set aside to be ready in case something bad happens**."

Let's Return to Your Essays

Did you write down connections that were:

1) **Personal** (e.g., did you use: I, me, we, us?)

2) **Specific** (e.g., did you provide details?)

3) **Meaningful** (e.g., did you make a meaningful connection to your daily life?)

Getting Better at Bringing Purpose & Relevance to

OUR CLASSROOMS

#1) Redesigning assignments

Pre-Class Reading Assignment Instructions and Tips

This week we are completing our first assigned reading (Ch. 1 of Alfie Kohn's book) and submitting your first pre-class reading assignment.

FIRST, to get the most out of each reading, take notes while reading that you can refer to during class and for later assignments in the semester.

SECOND, to complete your pre-class reading assignment:

- Write 2 discussion questions for Ch. 1 that you'd like to see us discuss in class. For example, these could be questions around something you'd like to see us debate, questions to get other class members opinions on, or questions to clarify something that you read in the text.

- Share 1 personal reflection on how something you read about in the chapter relates meaningfully to your life or the lives of your family/friends. Also, take your time to describe and explain how it specifically relates to your life / their lives.

Then, type up your 2 discussion questions and 1 personal reflection and send them to my JMU email (barronke@jmu.edu). Feel free to organize your questions/reflection with headings, such as:

Ch. 1:
My Discussion Questions
#1. "I would like to debate..."
#2. "What did Kohn mean by..."

My Personal Reflection
"Something that really stood out to me in Ch. 1 and that I could relate to was..."

#2) Engaging in Day-to-Day Motivational Planning

Lecture Topic and Reading Schedule and Due Dates: The following is a tentative lecture and reading schedule. Any changes will be announced in class.

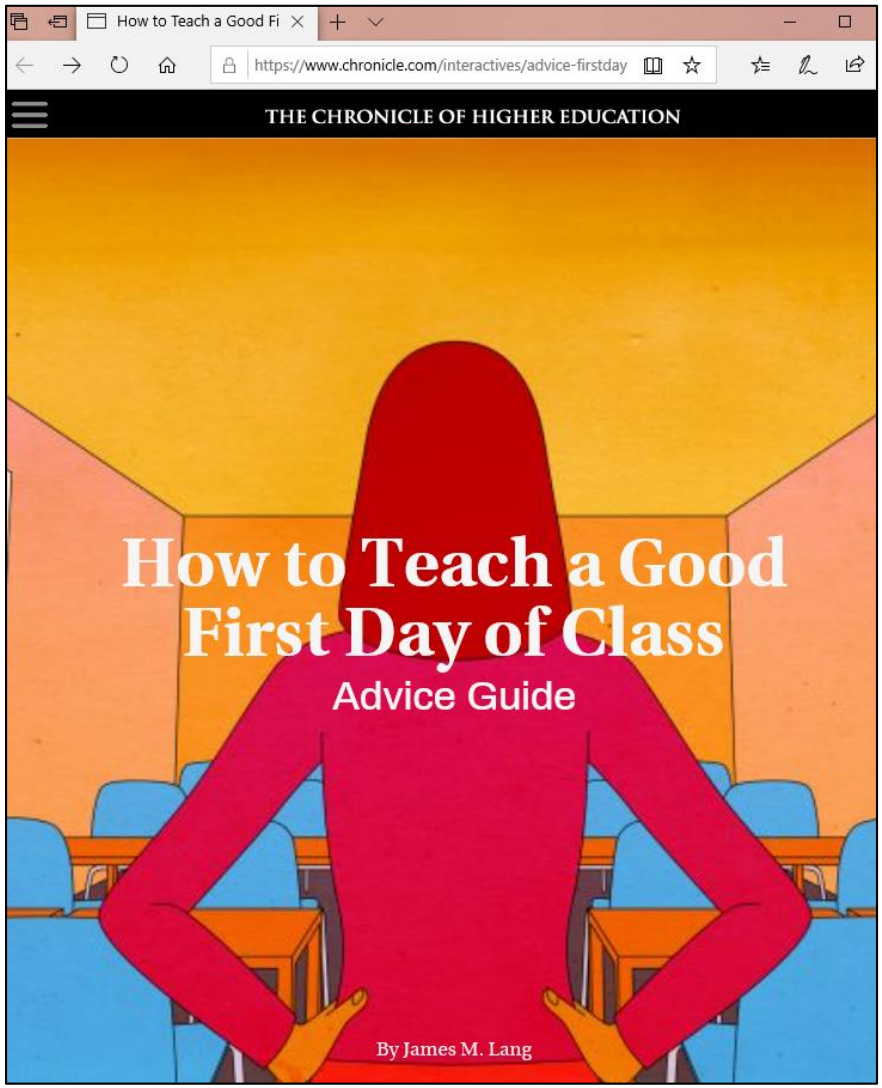
Week	Date	Lecture Topic	Reading: Jackson textbook
1	8/29 8/31	Course Overview and Rationale for PSYC 212 and 213 Introduction to Psychological Research and Thinking Like a Scientist ****Pass out HW#1**	Preface Ch. 1
2	9/5 9/7	Introduction to Psychological Research and Thinking Like a Scientist (continued)	Ch. 1 (continued) and Outside reading

INSTRUCTOR's VERSION w/ MOTIVATIONAL PLANNING

Lecture Topic and Reading Schedule and Due Dates: The following is a tentative lecture and reading schedule. Any changes will be announced in class.

Week	Date	Lecture Topic	Reading: Jackson textbook
1	8/29	Course Overview and Rationale for PSYC 212 and 213 **GPS** ➢ **Activity: Initial Course Information Survey (G, P, S)** ➢ **Case Study and Class Demonstration: Replicate Bransford and Johnson's (1972) Context for Learning Experiment (G, P)** ➢ **Learn and start using student names (S)**	Preface
	8/31	Introduction to Psychological Research and Thinking Like a Scientist **GPS** ➢ **Continue using student names (S)** ➢ **Case Study and Class Demonstration: Reading an article from the Univ. of Wisconsin's student college newspaper and debating the claim that UW is #2 is valid (G, P)**	Ch. 1

E.g., How about starting next week on the 1st day of class?



In addition to general 1st Day teaching tips…

Provides 4 examples of how different professors approached teaching their 1st day from:

1) English
2) History
3) Psychology
4) Math

Lang's 1st day of his English composition class (w/ service learning)

- I arrive 10 minutes early. Roster in hand, I walk around the room and introduce myself to students, asking them questions about their major/intended major, hometown, and any previous writing courses they might have taken.
- I make a brief introduction to the grounding principle of the course — that writing has the power to change their lives for the better, both in their academic work and in their lives outside of the classroom. Indeed, writing probably has already helped determine their future, in the form of their college application essays.
- Students spend 15 minutes writing a paragraph in response to the following prompts: *"When has a piece of writing, something you either wrote or read, made a significant impact on your life? What qualities or context made that piece of writing so significant?"*
- Next, I ask students to introduce themselves to two or three people sitting near them, and to work in small groups to create a list of qualities of powerful writing. After 10 minutes, I shift the activity to a classwide discussion. We use the whiteboard to list and categorize the qualities they have identified, noting along the way the ones that connect with our learning objectives.
- The class finishes with a review of the syllabus, with a focus on how the service learning they will complete has the power to make an impact.
- After students leave, I take a picture of the board, with the intention of showing students the images on the last day of the semester and inviting them to consider how their perspectives have changed.

Note how he's supporting Mindset GPS

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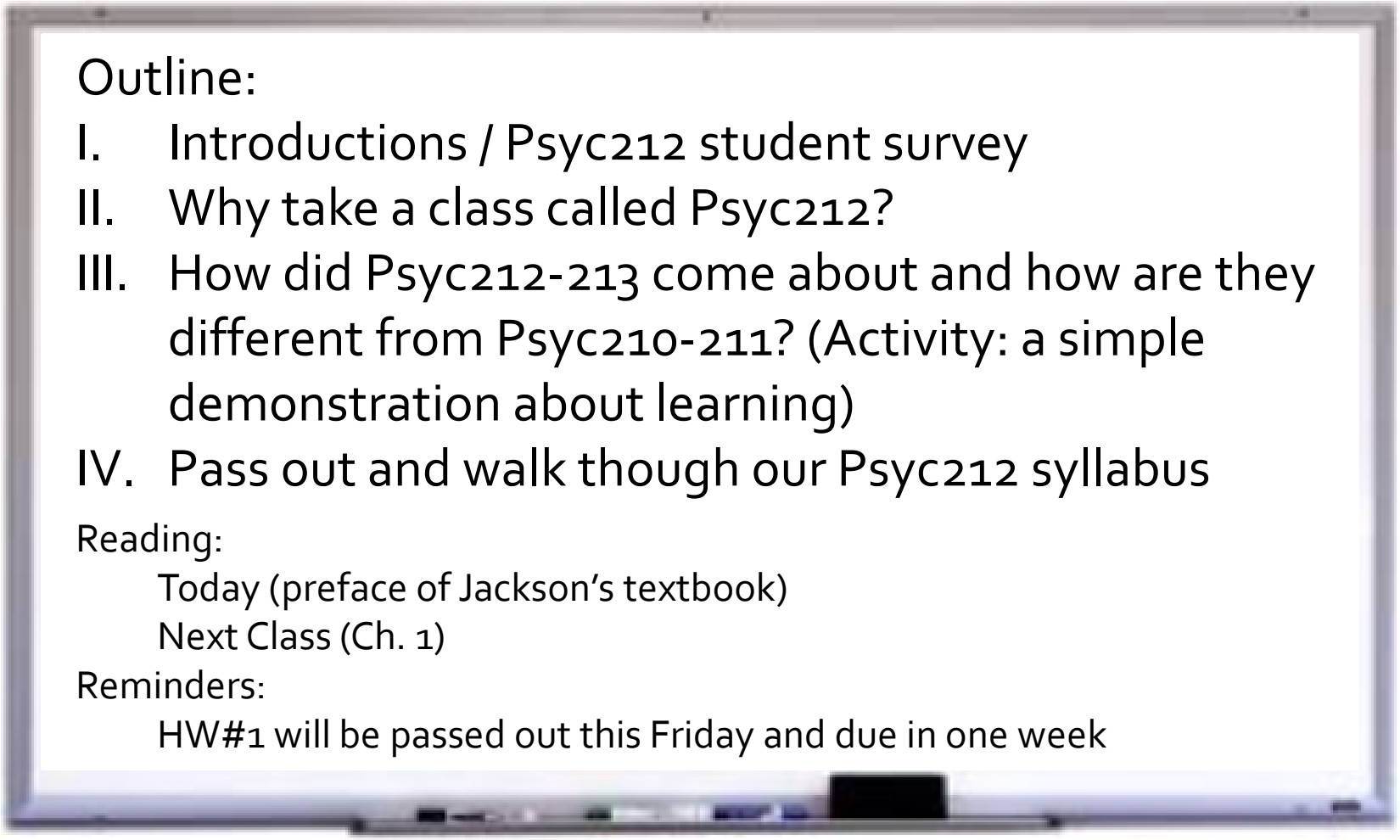
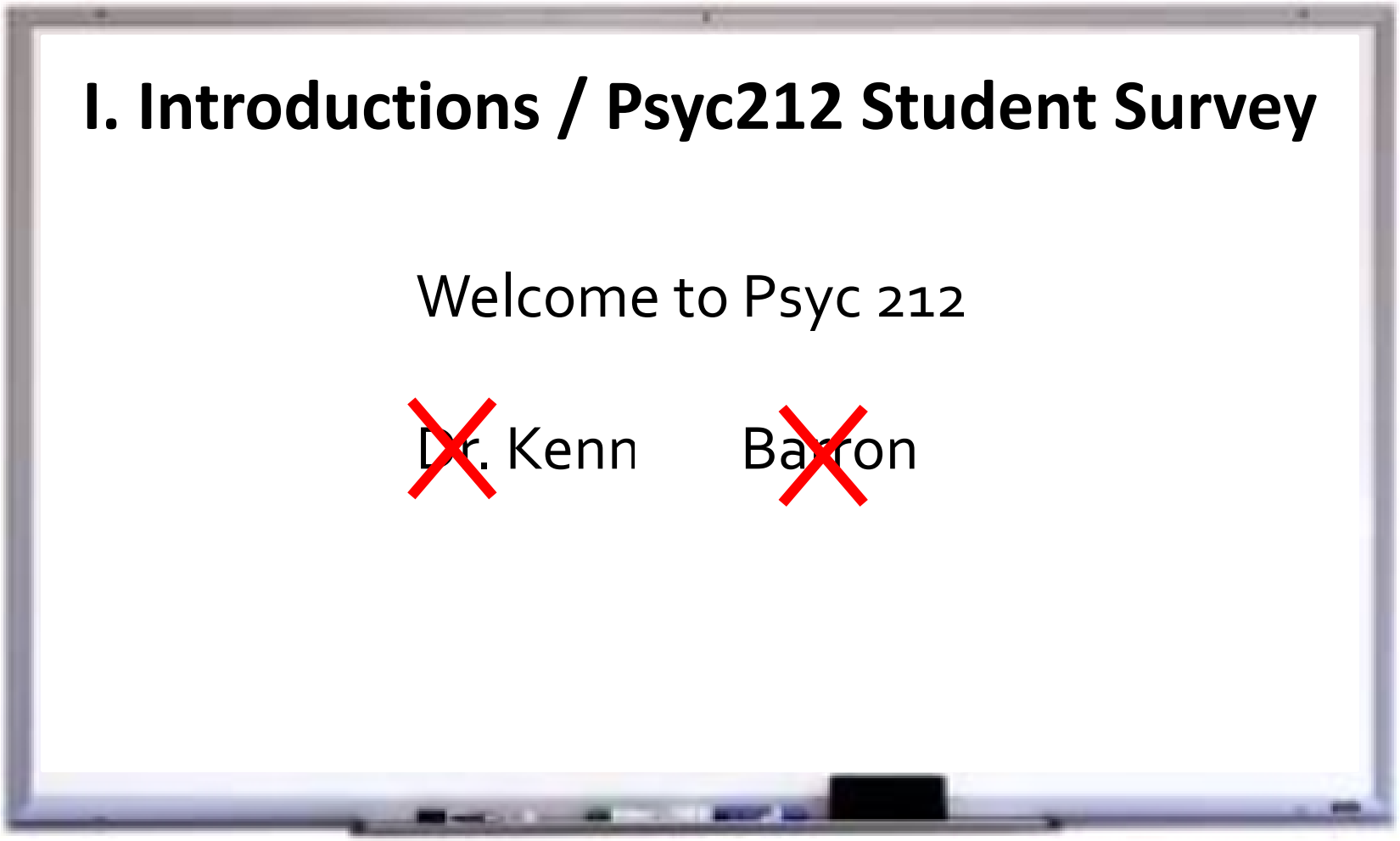
Kenn's 1st day outline written on the board

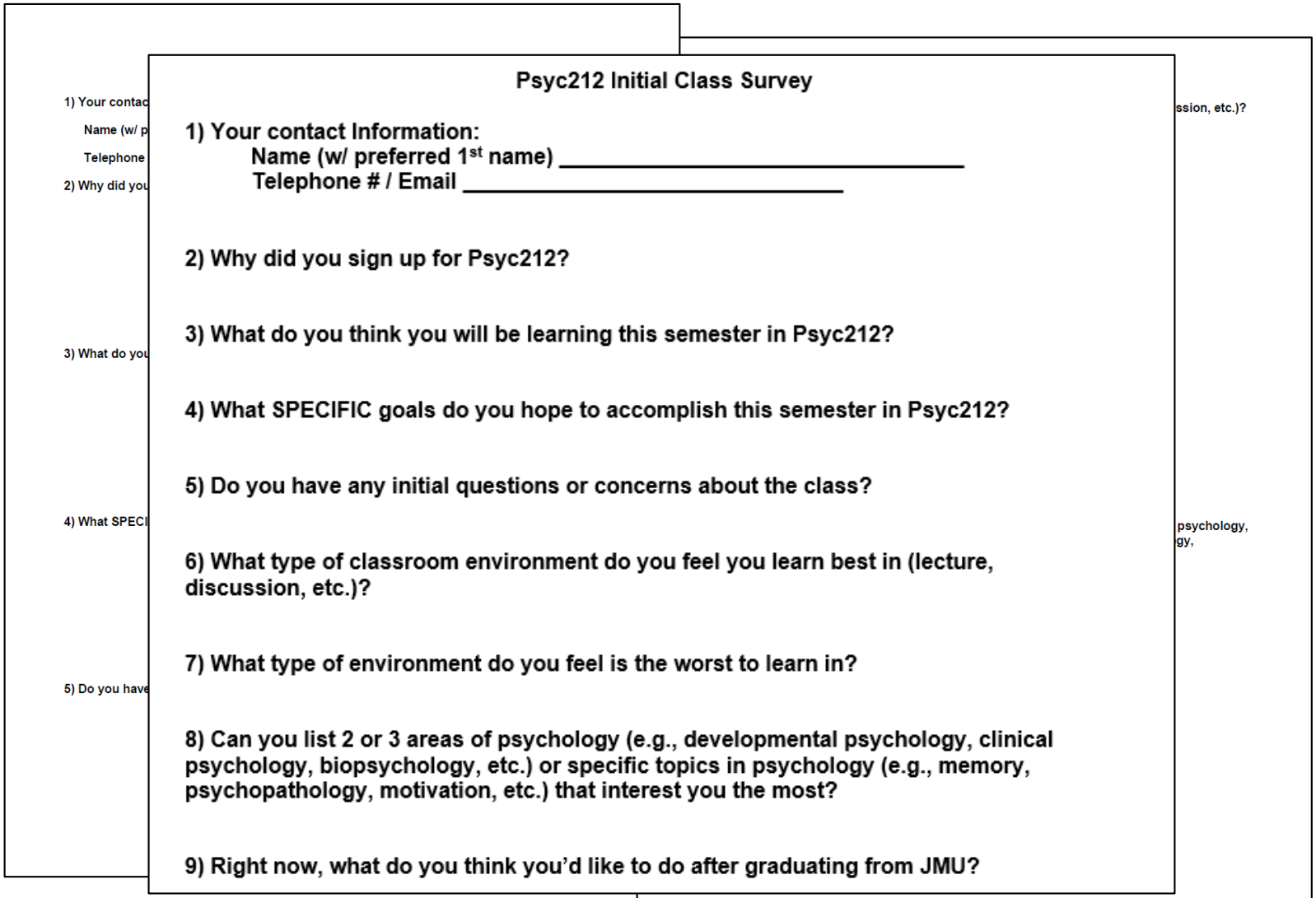


I. Introductions / Psyc212 Student Survey



I. Introductions / Psyc212 Student Survey

212 student survey



Psyc212 Initial Class Survey

1) Your contact Information:
Name (w/ preferred 1st name) _____
Telephone # / Email _____

2) Why did you sign up for Psyc212?

3) What do you think you will be learning this semester in Psyc212?

4) What SPECIFIC goals do you hope to accomplish this semester in Psyc212?

5) Do you have any initial questions or concerns about the class?

6) What type of classroom environment do you feel you learn best in (lecture, discussion, etc.)?

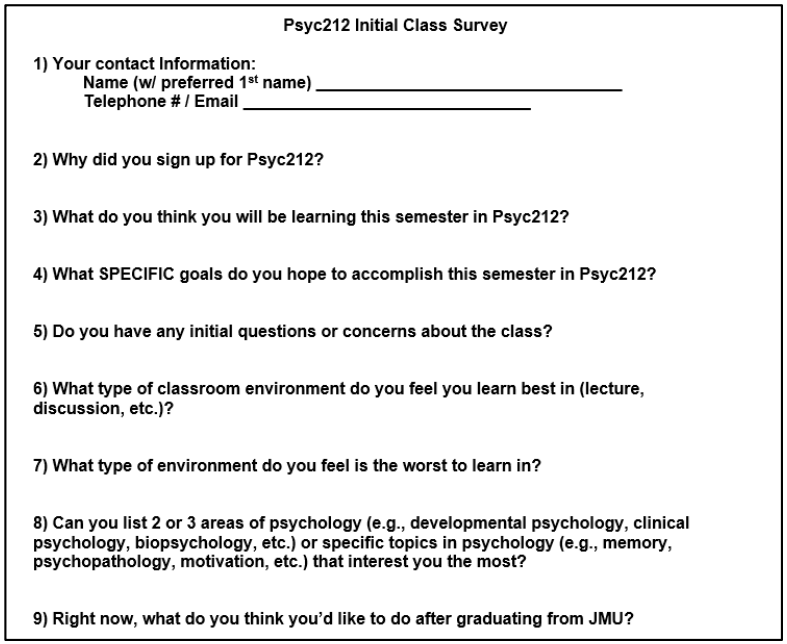
7) What type of environment do you feel is the worst to learn in?

8) Can you list 2 or 3 areas of psychology (e.g., developmental psychology, clinical psychology, biopsychology, etc.) or specific topics in psychology (e.g., memory, psychopathology, motivation, etc.) that interest you the most?

9) Right now, what do you think you'd like to do after graduating from JMU?

II. Why take a class called Psyc212?

After students privately reflect, have class discussion about key questions to help address misconceptions, concerns, or less ideal motivation.



Psyc212 Initial Class Survey

1) Your contact Information:
Name (w/ preferred 1st name) _____
Telephone # / Email _____

2) Why did you sign up for Psyc212?

3) What do you think you will be learning this semester in Psyc212?

4) What SPECIFIC goals do you hope to accomplish this semester in Psyc212?

5) Do you have any initial questions or concerns about the class?

6) What type of classroom environment do you feel you learn best in (lecture, discussion, etc.)?

7) What type of environment do you feel is the worst to learn in?

8) Can you list 2 or 3 areas of psychology (e.g., developmental psychology, clinical psychology, biopsychology, etc.) or specific topics in psychology (e.g., memory, psychopathology, motivation, etc.) that interest you the most?

9) Right now, what do you think you'd like to do after graduating from JMU?

III. How did Psyc212-213 come about and how are they different from Psyc210-211?

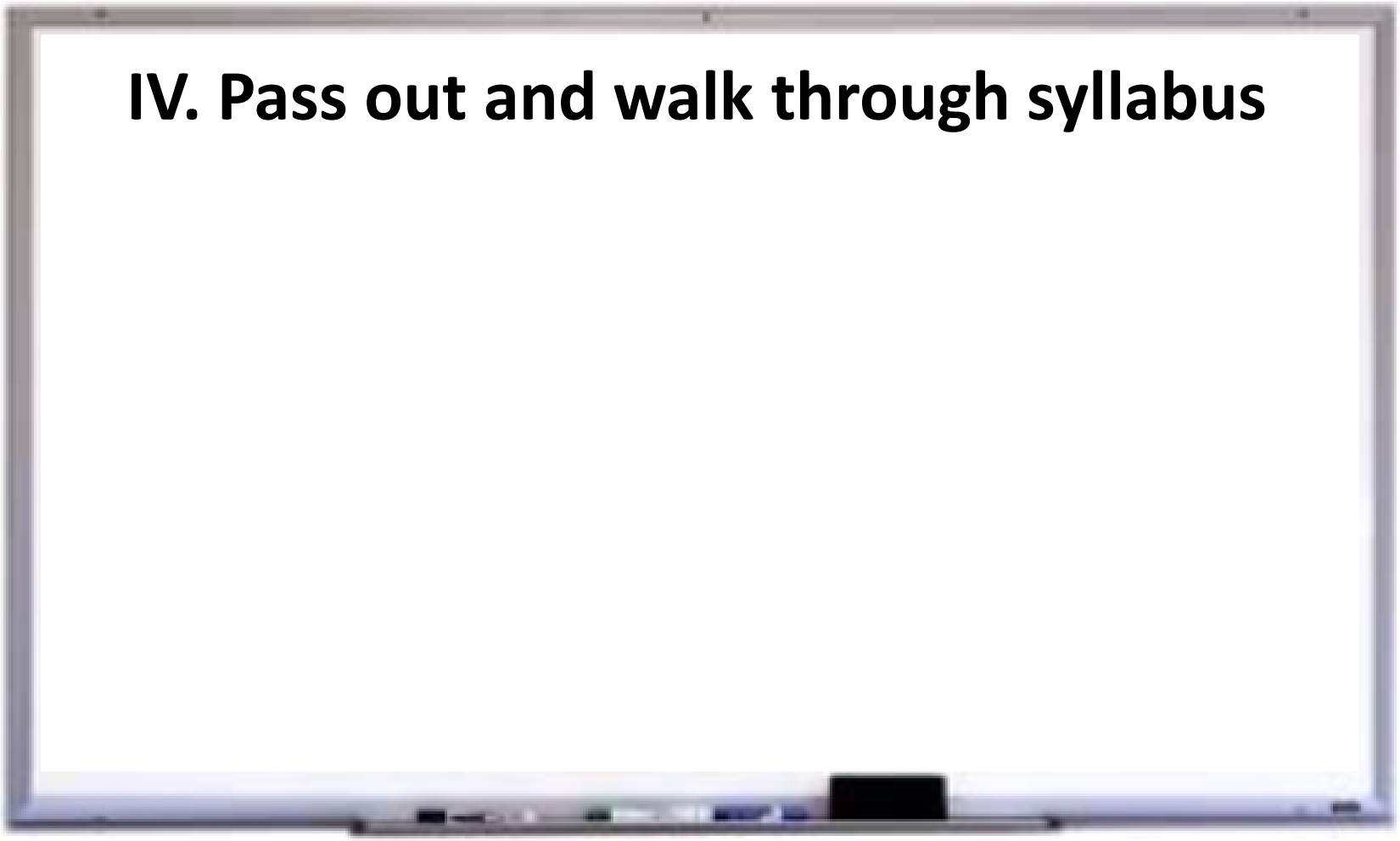
Activity: a simple demonstration about learning 

1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7

Very Difficult **Moderately Difficult** **Very Easy**

III. How did Psyc212-213 come about and how are they different from Psyc210-211?

	No Context	Context After	Context Before	
Recall (0-14)	2.82	2.65	5.83	← Objective measure
Comprehension (1-7)	2.29	2.12	4.50	← Subjective measure


IV. Pass out and walk through syllabus

#3) Redesigning Syllabi

Lots of motivation planning opportunities:

e.g.,

- ❑ Tone of Syllabus (e.g., content-focused vs. learning-focused)
- ❑ Learning objectives
- ❑ Teaching Approach
- ❑ Assessment Approach
- ❑ Timing/Pacing of Course

Chattanooga State Community College
Chattanooga, Tennessee
Social & Behavioral Sciences
Course Syllabus

POLS 1030: American Government

Catalog Course Description:
Basics of democratic government; constitutional principles, functions, operations, and processes of governmental change; attention given to the role of political institutions and parties, public opinion, interest groups and the media.

Prerequisites:
None

Co-requisites:
None

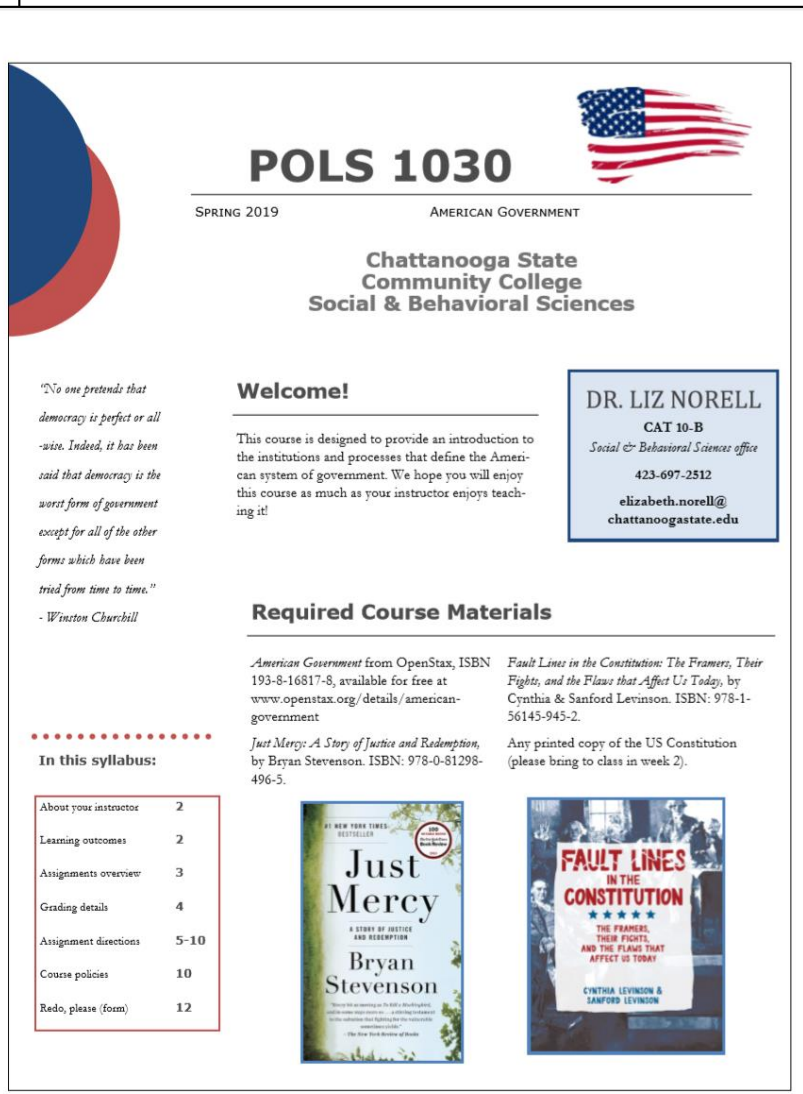
Entry Level Standards:
Ability to read and write at a college level.

Textbook/Materials:

1) *American Government from OpenStax*, ISBN 193-8-16817-8, available for free at www.openstax.org/details/american-government (Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version.)
2) *Just Mercy: A Story of Justice and Redemption*, by Bryan Stevenson. ISBN: 978-0-81298-496-5.
3) *What Unites Us: Reflections on Patriotism*, by Dan Rather & Elliot Kirschner. ISBN: 978-1-61620-782-3.
4) *Fault Lines in the Constitution: The Framers, Their Fights, and the Flaws that Affect Us Today*, by Cynthia & Sanford Levinson. ISBN: 978-1-56145-945-2.
5) Any printed copy of the US Constitution (please bring to class).

Other readings as provided/assigned via eLearn.

Required Student Learning Outcomes:
Program Student Learning Outcomes (PSLO) 6:
The goals of the Social and Behavioral Sciences requirement are (a) to develop in the student an understanding of self and world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict



POLS 1030

SPRING 2019 AMERICAN GOVERNMENT

Chattanooga State Community College
Social & Behavioral Sciences

"No one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government except for all of the other forms which have been tried from time to time."
- Winston Churchill

Welcome!

This course is designed to provide an introduction to the institutions and processes that define the American system of government. We hope you will enjoy this course as much as your instructor enjoys teaching it!

DR. LIZ NORELL
CAT 10-B
Social & Behavioral Sciences office
423-697-2512
elizabeth.norell@chattanoogastate.edu

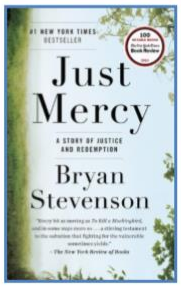
Required Course Materials

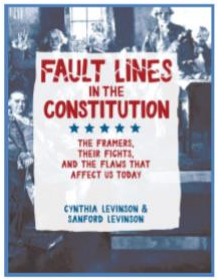
American Government from OpenStax, ISBN 193-8-16817-8, available for free at www.openstax.org/details/american-government

Just Mercy: A Story of Justice and Redemption, by Bryan Stevenson. ISBN: 978-0-81298-496-5.

Fault Lines in the Constitution: The Framers, Their Fights, and the Flaws that Affect Us Today, by Cynthia & Sanford Levinson. ISBN: 978-1-56145-945-2.

Any printed copy of the US Constitution (please bring to class in week 2).





In this syllabus:

The instructor: Dr. Liz Norell

I spend a lot of my intellectual energy trying to puzzle over where extreme political attitudes come from, how attitudes could (or fail to) change, and how our identification with different groups affects our political attitudes. I'm borderline obsessed with all things Supreme Court and (true story) plan my vacations around their oral argument calendar.

One thing that often drives my students crazy is my unwillingness to share with you my own political attitudes. I strongly believe that my opinions aren't consequential in your ability to learn from me. I will spend the semester trying to throw you off the scent.

I live in Monteagle with my family -- Doug, two kids (currently 19 and 11), and our dog Lexie. When I'm not teaching, I'm probably reading, traveling, doing yoga, ... or daydreaming about teaching. I also teach yoga when I can, 'cause I love getting my ohmm on.

Program Student Learning Outcomes

The goals of the Social and Behavioral Sciences requirement are:

(a) to develop in the student an **understanding of self** and **world** by examining the **content** and **processes** used by social and behavioral sciences to discover, describe, explain, and predict **human behavior** and **social systems**;

(b) to enhance knowledge of **social** and **cultural institutions** and the **values** of this **society** and other societies and cultures in the **world**; and

(c) to understand the **interdependent** nature of the **individual**, **family**, and **society** in shaping human **behavior** and determining **quality of life**.

Course Student Learning Outcomes (CSLOs)

1. Recognize, describe, and explain social institutions, structures, and processes in understanding the complexities of a global culture and diverse society.
2. Think critically about how individuals are influenced by political, geographical, economic, cultural, and family institutions in their own and other diverse cultures, explaining how one's own belief system may differ from others.
3. Explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, family, and community.
4. Examine the impact of behavioral and social scientific research on major contemporary issues and their discipline's effects on individuals and society.
5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.
6. Take ethical stands based on appropriate research in the social and behavioral sciences.
7. Analyze and communicate the values and processes that are used to formulate theories regarding the social and behavioral sciences.

Dr. Liz Norell's new version with more motivational planning

Getting Better at Bringing Purpose & Relevance to

OUR CURRICULUM

#4) Training faculty to re-design majors/minors/programs

Topical Article

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Debating Curricular Strategies for Teaching Statistics and Research Methods: What Does the Current Evidence Suggest?

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Abstract

Coursework in statistics and research methods is a core requirement in most undergraduate psychology programs. However, is there an optimal way to structure and sequence methodology courses to facilitate student learning? For example, should statistics be required before research methods, should research methods be required before statistics, or should statistics and research methods be taught in a combined, integrated fashion? In this article, we first review the current empirical evidence on whether there is a preferred format and sequencing of methodology courses to enhance student learning outcomes. Then we summarize an assessment study conducted at our own institution comparing a *nonintegrated*, two-course sequence that required statistics before research methods and an *integrated*, two-course sequence in which students shifted in an out of research methods and statistics units during each semester on short-term and long-term student outcomes. Our results revealed that students enrolled in the integrated sequence not only earned higher course grades in each of their initial methodology courses but also scored higher on senior exit assessments of their methodology skills taken at the end of their undergraduate careers.

Keywords

statistics, research methods, curriculum development, curriculum structure and sequence, undergraduate education

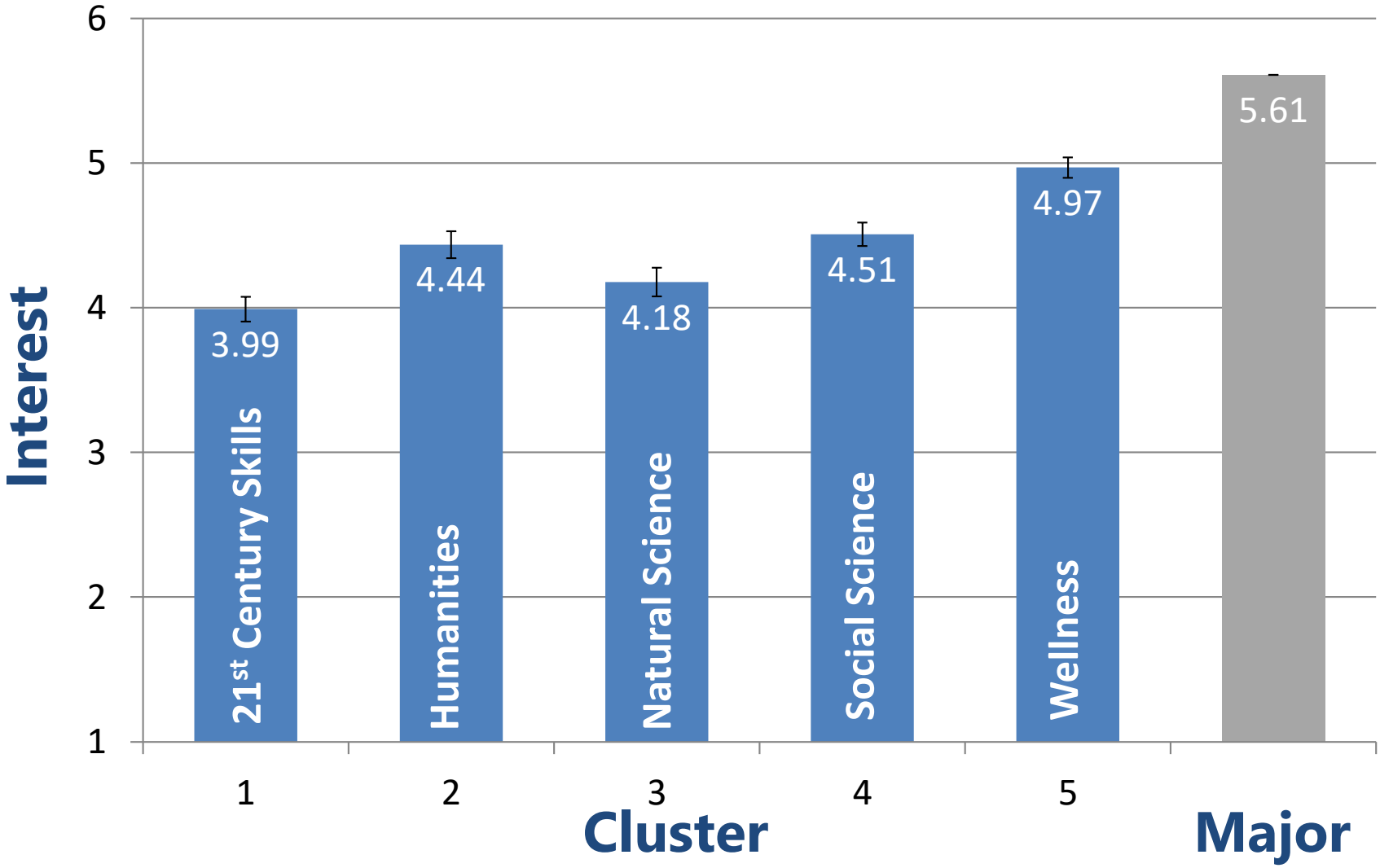
Determining what courses we offer in our psychology curriculum and how we structure our courses are critical issues for all undergraduate psychology programs (Brewer et al., 1983; Dunn et al., 2010; Halpern, 2010). Although these issues can lead to rich debate among faculty, one issue typically not debated is the importance of offering coursework in methodology. Inclusion of one or more methodology courses helps psychology programs achieve one of the major learning goals of the American Psychological Association (APA) guidelines

Our department currently requires students to complete a 3-semester sequence of research methods courses. We are considering changing the sequence so that statistics is taken first. As far as I know, this is not typical . . . that is, most departments require methods before stats. Does anyone else's departmental curriculum require students to take stat before research methods? If so, what's the rationale for doing it that way? Any insights on the sequencing of methods courses would be appreciated.

… and General Education

5 Cluster Areas of JMU's Gen-Ed		Required Coursework in
1	Skills for the 21st Century	critical thinking, oral communication, writing
2	Arts and Humanities	art, English, history, literature, music, philosophy, theatre
3	Natural Sciences	astronomy, biology, chemistry, geology, mathematics, physics
4	Social Sciences	anthropology, economics, history, political science, sociology
5	Wellness	health, kinesiology, psychology, sociology

Entering Student Survey Results



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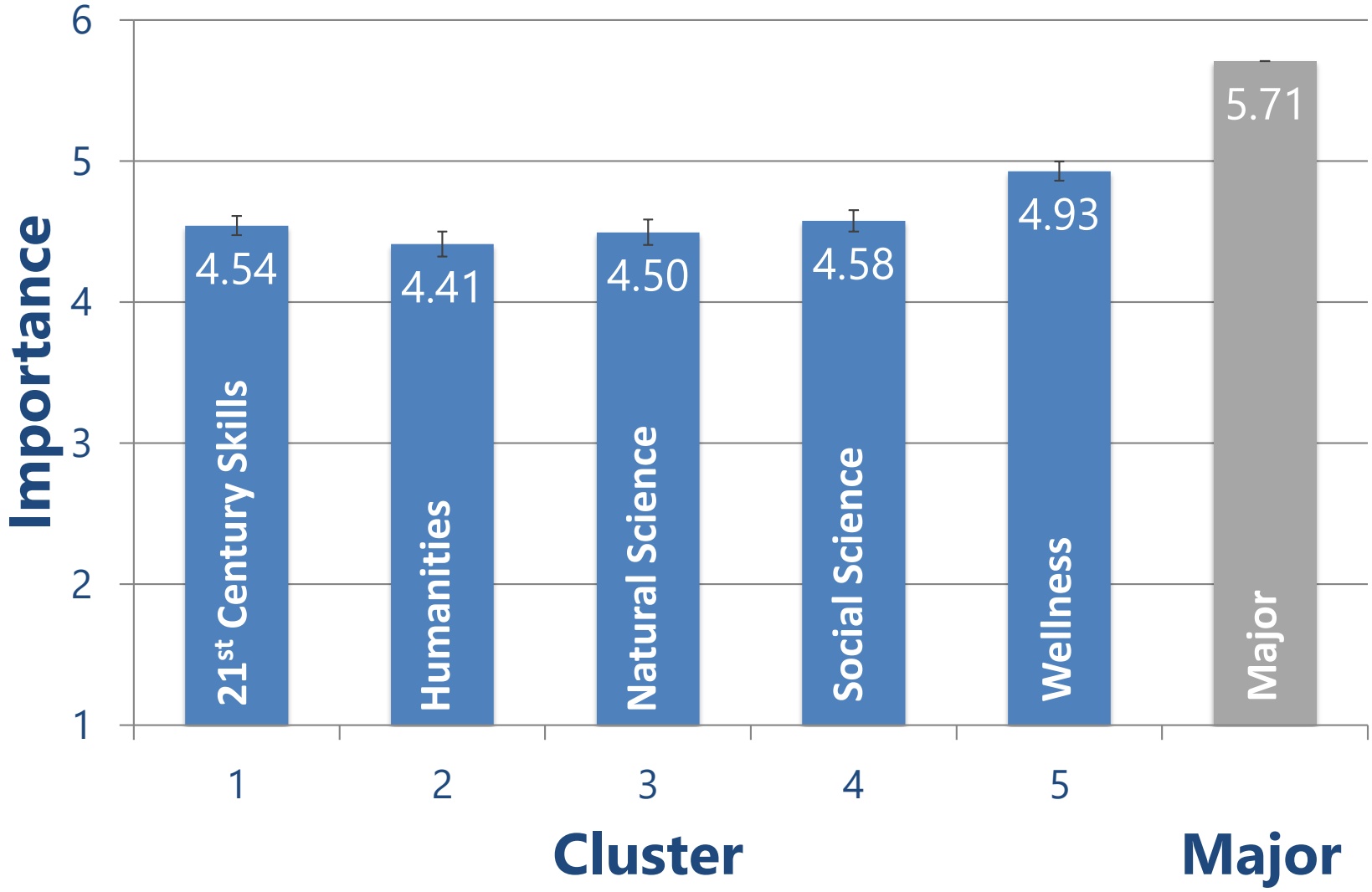
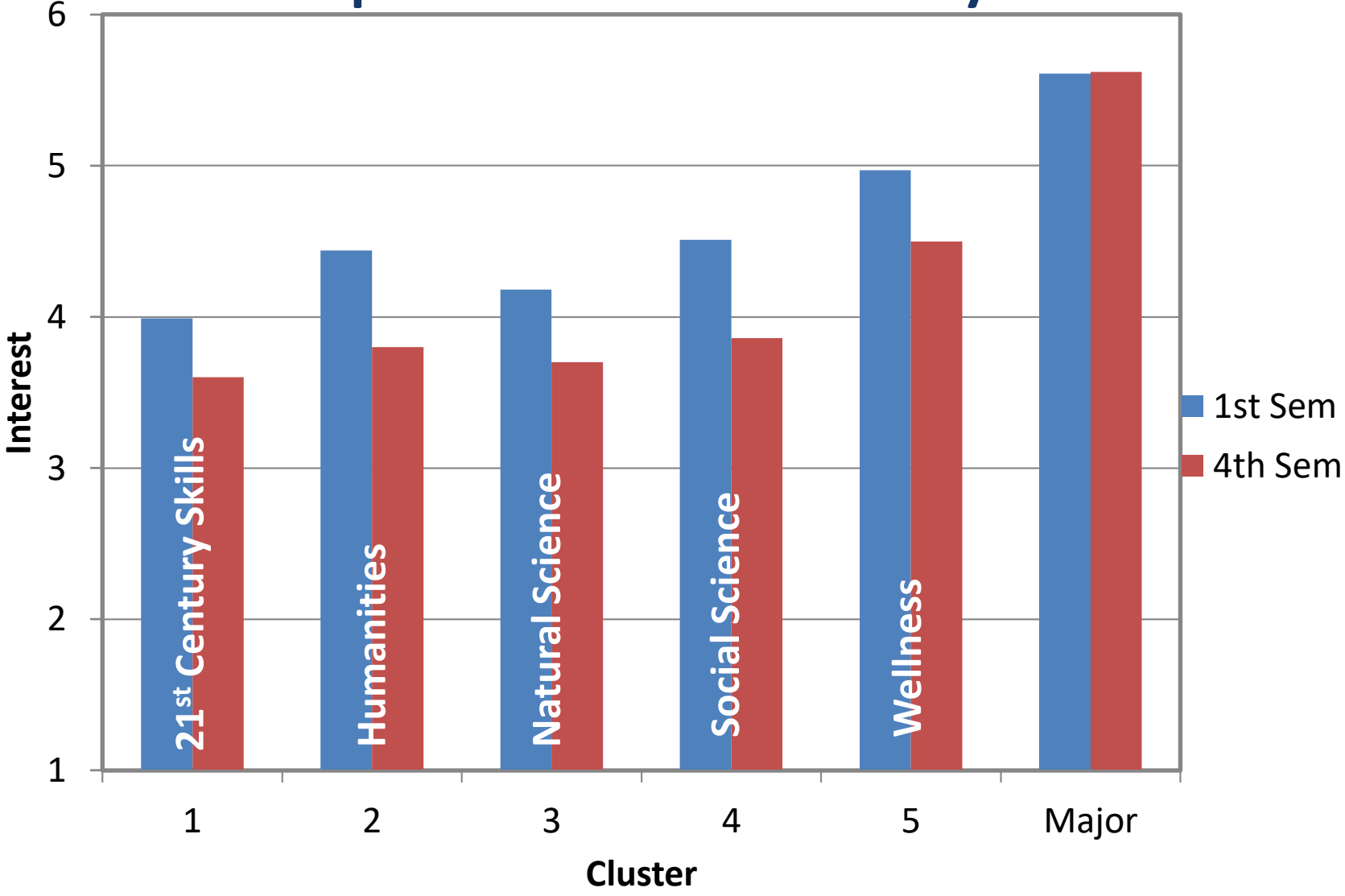


Follow Up Student Survey Results



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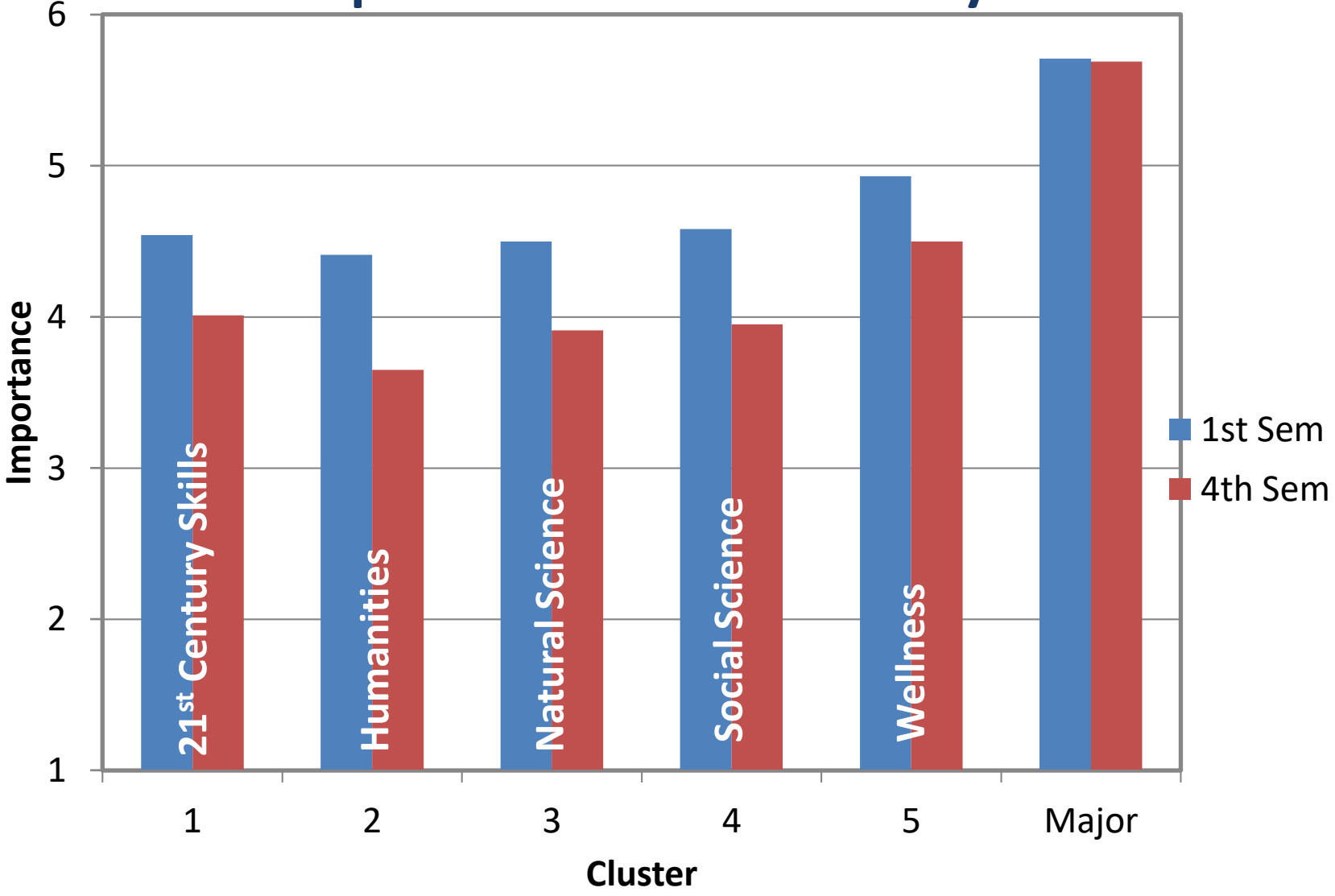


Getting Better at Bringing Purpose & Relevance to

OUR CAMPUSES

#5) Training Admin/Faculty/Staff to Re-design Their Campus

College Website

General Education

Advising

Campus Tour

Academic Majors, Minors, and Programs

High Impact Practices

Admissions

Student Learning and Support Centers

QEP

Summer Orientation

Student Organizations

Mission, Vision, and Values

Transfer Orientation

Student Affairs Programming

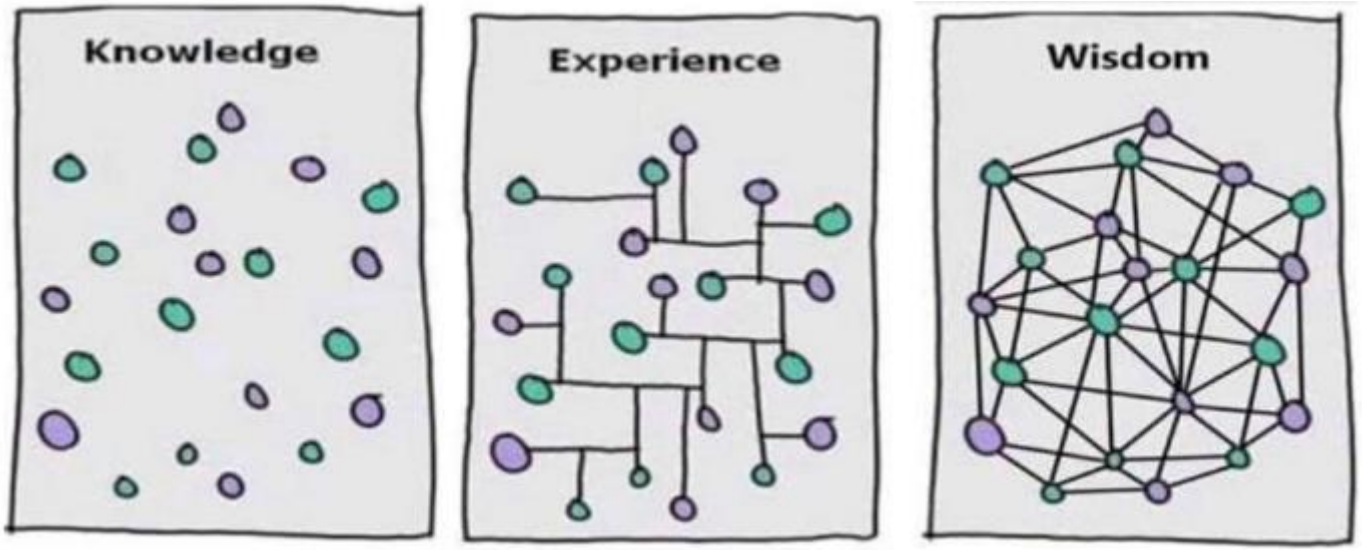
Setting up our your next session

2:30-3:45	Professional Development: Tales of TiLTing: From the Syllabus to the Final Judy Orton Grissett and faculty panel

It’s not magic… we can all do it!

And can we connect the dots of what we do…

TiLTing (aka, Transparency in Learning and Teaching) build purpose and relevance too!



Questions?

Bonus Examples…

#6) Teaching Real World Events

Link to COVID handout (https://virginia.app.box.com/s/zztdvxbenlcipdo7jxewkp8oai5f6kot)

Transforming COVID into a Learning Opportunity for Your Students

Spending 1 hour in your class educating students about COVID-19 may change the course of the pandemic. The COVID outbreak is disrupting teaching in many ways, but it also provides incredible learning opportunities.

Instructors can make a huge difference: Universities reach 1.5 million postsecondary students in Canada, and almost 20 million post-secondary students in the United States. By exploring the outbreak in the context of your discipline, students will be able to think critically, act responsibly and share what they learned with their communities – potentially influencing millions of other people in their countries and around the world.

Why should I discuss COVID- 19 in my class?

Over the next few weeks, students will be preoccupied with Coronavirus, worried about their families and friends at home and overseas. They will have difficulty focusing on learning unless you make it relevant to them. Students expressed high levels of frustration after 9/11 and other major world events when faculty avoided discussing current events in class. So consider asking your students to apply the concepts they learned in your course to the situation that is evolving around them.

What are the advantages for instructors?

- **COVID-related learning activities will buy you time** to put your own learning materials online.
- **The data and the resources about COVID are already online**. Your students have access to them from anywhere. More and more scientific data is emerging daily. All you have to do is ask some great questions, structure the activity and encourage students to engage in conversation with each other.
- **Great opportunity for global learning**: Our students are a diverse, multilingual community. They have access to news sources, publications and data in over 100 languages on all continents around the world.