

Empowering Students to Get On Course

LANE COMMUNITY COLLEGE
April 22-23, 2010

PURPOSE OF THE WORKSHOP: To provide you with...

- 1) learner-centered structures and strategies for helping students learn more deeply, and
- 2) empowerment strategies for helping students become active, responsible and successful learners who thrive in a learner-centered environment.

Agenda

Day 1

- Session 1 (9:00-10:15): Characteristics of Successful Students
Session 2 (10:30-12:00): Characteristics of Learner-Centered Education
Session 3 (1:00-2:30): Promoting Students' Self-Responsibility
Session 4 (2:45-4:00): Promoting Students' Self-Motivation

Day 2

- Session 1 (9:00-10:30): Promoting Students' Self-Management
Session 2 (10:45-12:00): Promoting Students' Interdependence
Session 3 (1:00-2:30): Promoting Students' Self-Awareness &
Lifelong Learning
Session 4 (2:45-4:00): Adding to Your Learner-Centered Toolbox

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Certified On Course Facilitator

OnCourseWorkshop.com

(You'll find many additional strategies at this web site)

WHAT IS "ON COURSE"?

On Course is a comprehensive collection of resources and services with one purpose: To improve student academic success and retention.

For Students:

- ***On Course Strategies for Success in College and in Life (6th edition)***: The *On Course* text by Skip Downing is used in student success and first-year seminar courses, composition courses, and "inward looking" courses in psychology, self-exploration, or personal development. This market-leading text from Wadsworth/Cengage Learning empowers students to reach more of their potential in college and in life. Independent studies at more than a dozen colleges and universities demonstrate the effectiveness of On Course classes for improving student academic success and retention. The Facilitator's Manual for the text is filled with specific activities that help even new instructors lead an engaging learner-centered class experience.

For Educators:

- **On Course Professional Development Workshops**: Offered in lengths of one to four days, these highly interactive workshops provide educators with proven learner-centered strategies for engaging students actively in their education. Additionally, these workshops present strategies for empowering struggling students to thrive in higher education. These workshops, offered both on campuses and at conference centers across North America, all model the learner-centered strategies that they teach.
- **On Course National Conference**: This annual conference brings together hundreds of learner-centered educators for the purpose of sharing best practices in higher education...and celebrating our profession. With dozens of highly interactive sessions (no lectures or reading of papers!), the On Course National Conference is a festival for learner-centered educators.
- **Online Graduate Courses**: Two three-credit online graduate courses are available to educators who have completed a three- or four-day On Course Workshop. These courses are designed to support the implementation of strategies learned in the workshops. Graduate courses are offered through Goucher College, a fully accredited, 124-year-old college in Baltimore, Maryland, and credits are transferable to most masters' or doctoral programs.
- **On Course Newsletter**: This free bi-weekly e-newsletter, with more than 44,000 educator subscribers, brings professional development right to your desktop. Each issue features learner-centered strategies written by innovative college and university educators from across North America (and sometimes beyond).
- **On Course Ambassadors**: With nearly 800 members, the On Course Ambassadors use a private listserv to share course materials, lesson designs, experiences, and encouragement. As institutional change agents, the group members' goal is bringing about a significant increase in student learning, academic success and retention on their campuses. Membership is free but available only to educators who have completed a three- or four-day On Course Workshop.

THE PURCHASED PAPER

One dark and stormy Thursday in December, first-semester student **EDGAR ALLEN** told his roommate, **BILLY**, “You might as well start looking for a new roommate. My college days are coming to an end.”

Edgar’s bad luck had started late that afternoon with a voicemail from **MR. LONG**, manager of the office supply store where Edgar worked part time. “I just found out,” the message said, “that the regional manager wants an inventory of the entire store completed by Monday morning. To get this done, I need everyone at the store from 9:00 am to 9:00 pm on Friday, Saturday, and Sunday. No excuses. Be there!”

What a disaster! Edgar thought. He had planned to spend the whole weekend working on the final paper for his composition class. It was due Monday morning, and he couldn’t imagine writing a passing paper while working 12-hour shifts all weekend. Worse, without at least a C in English, he’d lose his financial aid, and then he’d have to drop out of college. The money he made working part-time barely covered his food, rent, car payments and insurance, and there was no way he could pay tuition on top of that. **MRS. ALLEN**, Edgar’s single mom, was planning to buy a new car—her first ever—and she made it perfectly clear she wasn’t going to help with his tuition. “I’ve taken care of you and your brother for 24 years, and now it’s *my* time to enjoy life!”

Panicked, Edgar called **PROFESSOR PINE** to tell her he wouldn’t be able to turn in his composition on time. He explained his situation to her and begged for an extension. “I’m sorry, Edgar,” Professor Pine replied. “I warned everyone weeks ago that I have to turn in final grades on Tuesday. If I don’t get your paper on Monday morning, you’ll get a zero. I guess you’ve got an important choice to make!”

“That’s no choice,” Edgar told Billy. “If I fail the class, I’ll lose my financial aid, and if I don’t show up for work, I’ll get fired. Either way, I’m through in college.” “C’mon, man!” Billy countered, “No one writes their own papers anymore. There are thousands of papers for sale on the Internet. I’ll even find you one.”

But all weekend at work, Edgar kept telling himself that he was *not* going to turn in a purchased paper. He’d write the paper himself, even if he had to stay awake the whole weekend. But after work on Friday and Saturday nights, he was too tired to concentrate so he went to bed vowing to write the paper Sunday night no matter what. When Edgar returned from work exhausted on Sunday night, Billy met him at the door. “Great news! I found you an English paper on the Internet and it’s a guaranteed ‘A.’ I printed it out with your name on it, and I had a campus security guard put it in Professor Pine’s mailbox. Your semester is officially over, my friend, and now you’re coming with me to Clancy’s to celebrate. The first round is on me.” He grabbed Edgar by the arm and dragged him out the door. “All right, all right,” Edgar said. “I’m too tired to argue.”

It took Professor Pine about five minutes of searching the Internet to find the essay that Edgar had submitted. She liked Edgar and knew he was under a lot of pressure. Actually Edgar had some good writing skills, and if she didn’t count this plagiarized paper, he’d easily get a C in English, keep his financial aid, and stay in college. *Everyone needs a break once in a while*, she thought. But when she told her colleague **PROFESSOR CORDOVA** that she was going to overlook Edgar’s plagiarized paper, he exploded. “Oh, no you’re not! You have to fail this guy and make an example of him! Otherwise, you’ll get a reputation as a sucker and a pushover. Worse, once that happens you’ll lose the respect of your colleagues. Don’t even think about passing him!”

Embarrassed by Professor Cordova’s reprimand, Professor Pine wrote a zero on Edgar’s paper and entered an F for his final grade.

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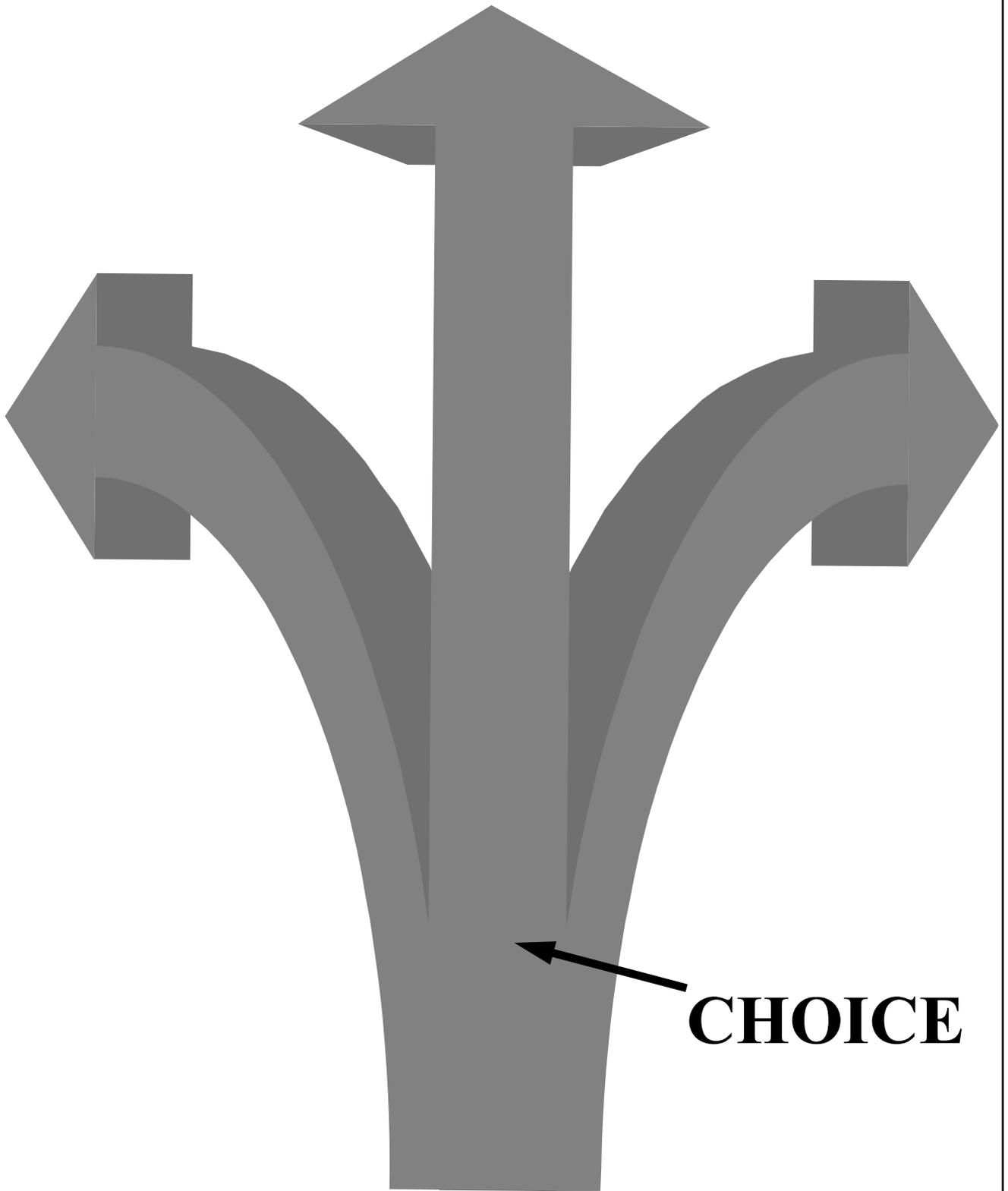
Listed below are the characters in this story. Rank them in order of their responsibility for Edgar’s failing grade in English. Give a different score to each character. Be prepared to explain your choices.

Most responsible ← 1 2 3 4 5 6 → Least responsible

___ Edgar Allen, English student ___ Billy, Edgar’s roommate ___ Mr. Long, Edgar’s boss
___ Mrs. Allen, Edgar’s mother ___ Prof. Pine, Edgar’s teacher ___ Prof. Cordova, Prof. Pine’s colleague

Diving Deeper: Is there someone not mentioned in the story who may also bear responsibility for Edgar Allen’s failing grade?

Forks in the Road of Life



WHAT ARE THE INNER QUALITIES OF SUCCESSFUL STUDENTS?

An Inner Quality can not be seen; it can only be inferred from a student's consistent behavior. An example of an Inner Quality is "persistence." We observe a student's actions to determine if s/he is persistent or not.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

CHOICES OF SUCCESSFUL STUDENTS

SUCCESSFUL STUDENTS...	STRUGGLING STUDENTS...
1. ...accept PERSONAL RESPONSIBILITY , seeing themselves as the primary cause of their outcomes and experiences.	1. ...see themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. ...discover SELF-MOTIVATION , finding purpose in their lives by discovering personally meaningful goals and dreams.	2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.
3. ...master SELF-MANAGEMENT , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ...employ INTERDEPENDENCE , building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).	4. ...are solitary, seldom requesting, even rejecting, offers of assistance from those who could help.
5. ...gain SELF-AWARENESS , consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ...adopt LIFE-LONG LEARNING , finding valuable lessons and wisdom in nearly every experience they have.	6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. ...develop EMOTIONAL INTELLIGENCE , effectively managing their emotions in support of their goals and dreams.	7. ...live at the mercy of strong emotions such as anger, depression, anxiety, or a need for instant gratification.
8. ... BELIEVE IN THEMSELVES , seeing themselves as capable, lovable and unconditionally worthy human beings.	8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

ON COURSE CORE BELIEFS

1. The most successful people (and learners) are empowered people.

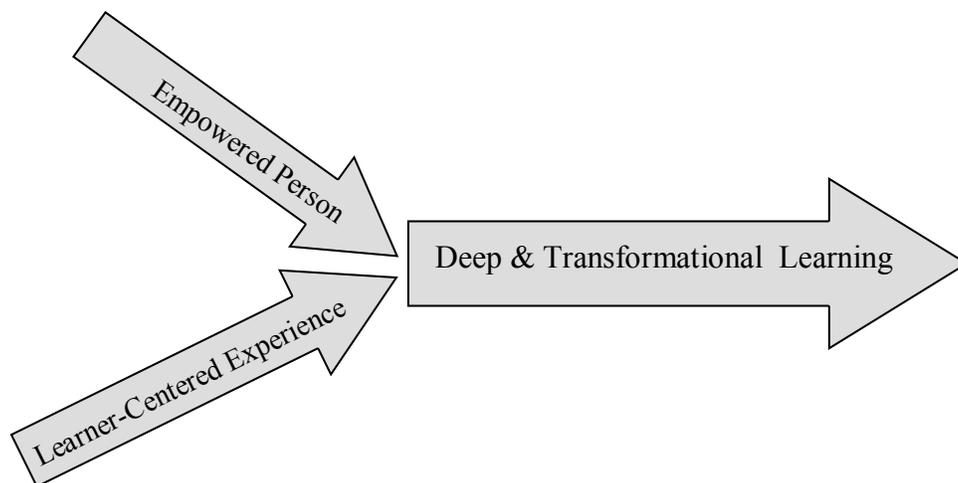
- Empowered people are self-responsible, self-motivated, self-managing, interdependent, self-aware, emotionally intelligent, self-esteeming life-long learners.
- Empowered people make choices that lead them toward, rather than away from, their desired outcomes and experiences, including success in college.

2. In formal education, the deepest learning is provided by well-designed learner-centered experiences.

- All learning is ultimately created by what the learner does, not by what the educator says.
- Effective educators provide students with well-designed learner-centered experiences and the opportunity to reflect meaningfully on them.

3. At the intersection of an empowered person and a well-designed learner-centered experience lies the opportunity for deep, perhaps even transformational, learning.

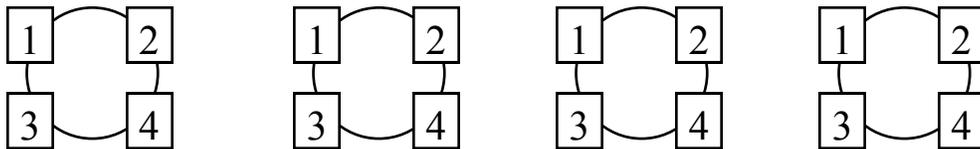
- Meaningful reflection upon academic and life experiences leads to *deep* and *lasting* learning.
- Deep knowing is transformative, not additive.



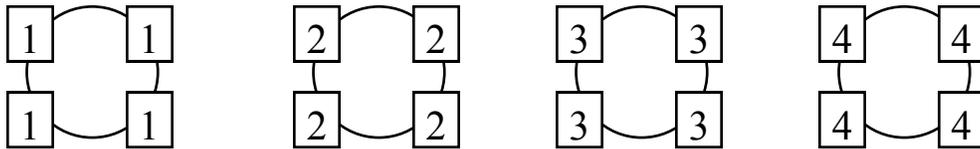
THE JIGSAW MODEL

1. Expert in THINK/PAIR/SHARE
2. Expert in QUOTATION GAME
3. Expert in VALUE LINE
4. Expert in THIRTY-FIVE

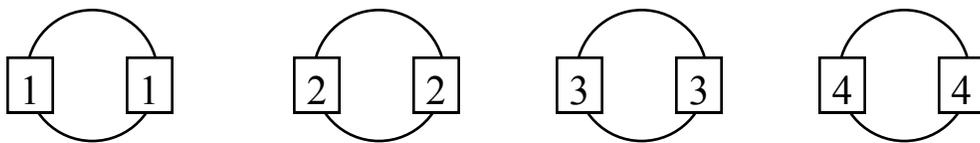
Step A. Home Groups



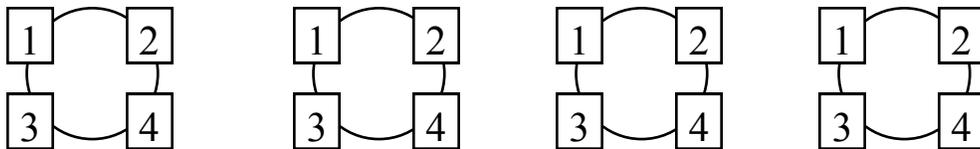
Step B. Expert Groups



OR



Step C. Home Groups



1. THINK/PAIR/SHARE

Think/Pair/Share is probably the simplest and most commonly used of all learner-centered structures. It provides an opportunity for learners to ponder a topic first alone and then with a partner before sharing ideas with the whole class. As such, Think/Pair/Share encourages deep thinking about a topic.

Note: We did a Think/Pair/Share earlier when ...

1. Each person wrote a quick list of Inner Qualities of Successful Students (Think)
2. Two people compared their lists (Pair)
3. We held a Large-Group Discussion about the qualities identified (Share)

Directions:

A. Give students a prompt and ask them to think about it. The prompt could be a reading assignment, classroom activity, film, guest speaker, quotation, lecture, graded test, field trip, music, cartoon—essentially anything that will direct the students’ thinking toward the learning objective. “Thinking” could be literally thinking about the prompt, but is often writing about the prompt. In this step, students may either be given guiding questions/directions or encouraged to think freely about the prompt.

B. Pair students and ask them to discuss the prompt. The conversation can be guided with questions/directions or left open to the students’ choice.

C. Reassemble all students. Through a large-group discussion, guide the students to discover learning objectives.

USE or ADAPT (be specific about the **purpose** and the **directions**):

2. QUOTATION GAME

The Quotation Game provides an opportunity for learners to identify and articulate essential truths regarding a complex topic. As such, it is an effective way to introduce a new topic or solidify an understanding after previous study.

Directions:

A. Have students count off to form seven groups. Give each group a flip chart page, a black marker, and a handout with about ten quotations from authorities in the target knowledge (e.g., causes of inflation, definitions of self-esteem, benefits of learning math, research findings for genetically modified food).

B. Direct students to read the quotations aloud within their group and then discuss the *essential truths* about the topic. Each group's goal is to compose a statement about the topic that will convince others that their statement was written by an authority on the topic. Allow 10-15 minutes for groups to write their quotations on the flip chart page (keeping them hidden from other groups), and deliver them to you.

C. Meanwhile, using a black marker yourself, write on a flip chart page a quotation from a recognized authority on the target knowledge (one not on the handout). Mix in this authority's quotation with students' quotations, and have volunteers post the eight flip chart pages around the room using masking tape. Announce that you have included a quotation by an authority on the topic, and, if appropriate, give them information about this authority.

D. Provide each student with two stick-on colored dots and conduct a Gallery Walk. Direct students to place their dots beside the quotations they believe were most likely written by an authority on the topic. They can award both dots to the same quotation or split them up.

E. Discussion: Read the quotation that received the third-most dots. Ask what *essential truths* it embodies about the target knowledge. If written by students, congratulate the team that wrote it. Repeat for the entry with the second-most dots and then for the entry with the most dots. If the authority's entry is not among the top three, identify it, have students comment on why it got fewer votes than the three top picks, and celebrate the thoughtful, creative work of the groups whose entries topped the authority.

F. Debrief:

- Tell students: "Write one sentence that captures an essential truth about [the topic]."
- Tell students: "Turn to a neighbor and share/compare what you wrote."
- Lead a Large-Group Discussion: "Who'd like to read what you wrote...or nominate your partner?" Continue the discussion, guiding students to discover the learning objectives.

USE or ADAPT (be specific about the **purpose** and the **directions**):

3. VALUE LINE

The Value Line provides an opportunity for learners to take a stand (literally) for an opinion and then explain that opinion to others. As such, it encourages and develops critical thinking.

Directions:

A. Present a statement and ask students to rate their agreement with it on a scale (e.g., 1-10 where 1 represents total disagreement and 10 represents total agreement).

B. Ask students to stand and line up based on their rating. Those with the strongest disagreement stand at one end of the line, those with the strongest agreement stand at the other end, and others fill in at appropriate places in line. Have students count off from one end of the line to the other to assure that they are in order from 1-10. (Bend the line like a horseshoe so that everyone can see and hear each other.)

C. Ask students at both the ends of the value line to explain their positions. Encourage a spirited debate, asking students to support their positions with as much specificity as possible. Invite students who change their mind to move at any time to a different place on the value line. When students move, ask them to explain what changed their minds. Option: Instead of calling on students, ask “Whom would you like to hear explain their position?” Typically, the more vocal students will volunteer and the chances are good that they will ask a more quiet student to speak. Thus, you have reversed the dynamics of who are talkers and who are listeners.

D. Variation: After setting up the value line, fold it. That is, bring the two ends together and have students create pairs all the way down the line. Students at opposite ends are now paired and instructed to interview each other to find out the reasons their partners have for their position. Afterwards, students are asked to present their partner’s position. This develops a number of skills, including active listening, seeing multiple perspectives, and summarizing.

USE or ADAPT (be specific about the **purpose** and the **directions**):

4. THIRTY-FIVE

Thirty-Five provides an opportunity for learners to test their knowledge by answering challenging questions about the target knowledge. As such, it provides an effective review of important concepts.

Directions:

A. Tell students, “We’re now going to play a game called Thirty-Five. The object of the game is to earn as many points as possible, with 35 being the top score. The way you earn points is by writing on an index card—in 100 words or less—a thoughtful answer to the following question: [Provide a question regarding your target knowledge].” Allow a suitable amount of time for students to write an answer (e.g., 3-7 minutes) on an index card. Tell them NOT to put their names on the card.

B. Tell students, “Walk around, holding your card face down, and quickly exchange cards with as many people as you can before the chime rings. [Allow about five exchanges; then ring chime.] If you now have your own card or one you have seen before, make one more exchange. Now find a partner and compare the two cards you have. Distribute seven points between the two cards for their relative quality. For example, if they are close in quality, you might give four points to one card and three to the other. Or, if one is clearly stronger than the other, you might give seven points to that card and zero points to the other. Write the points awarded on the back of the card. If you finish scoring before the chime, continue talking with your partner about the ideas on the card.” [NOTE: If you have an odd number of students, have the final three in each round form a trio. They give a score to the best answer (e.g., 5) and determine the number that would add to seven (e.g., 2) and award that number to both of the other two cards.]

C. Repeat Step B four more times. After the fifth round, tell students, “Return to your seats and total the points awarded to the card you now have.”

D. Ask if anyone has a card with 35 points. Keep moving down—34, 33, 32—until you have found the five highest scoring cards (without their being read yet). Ask the person with the fifth highest scoring card to read the answer on the card. Elicit comments on the answer and guide the conversation to your target learning objectives. Have the author stand for acknowledgement. Repeat for the fourth, third, second, and highest scoring cards, commenting on each. Invite each author to stand and be acknowledged.

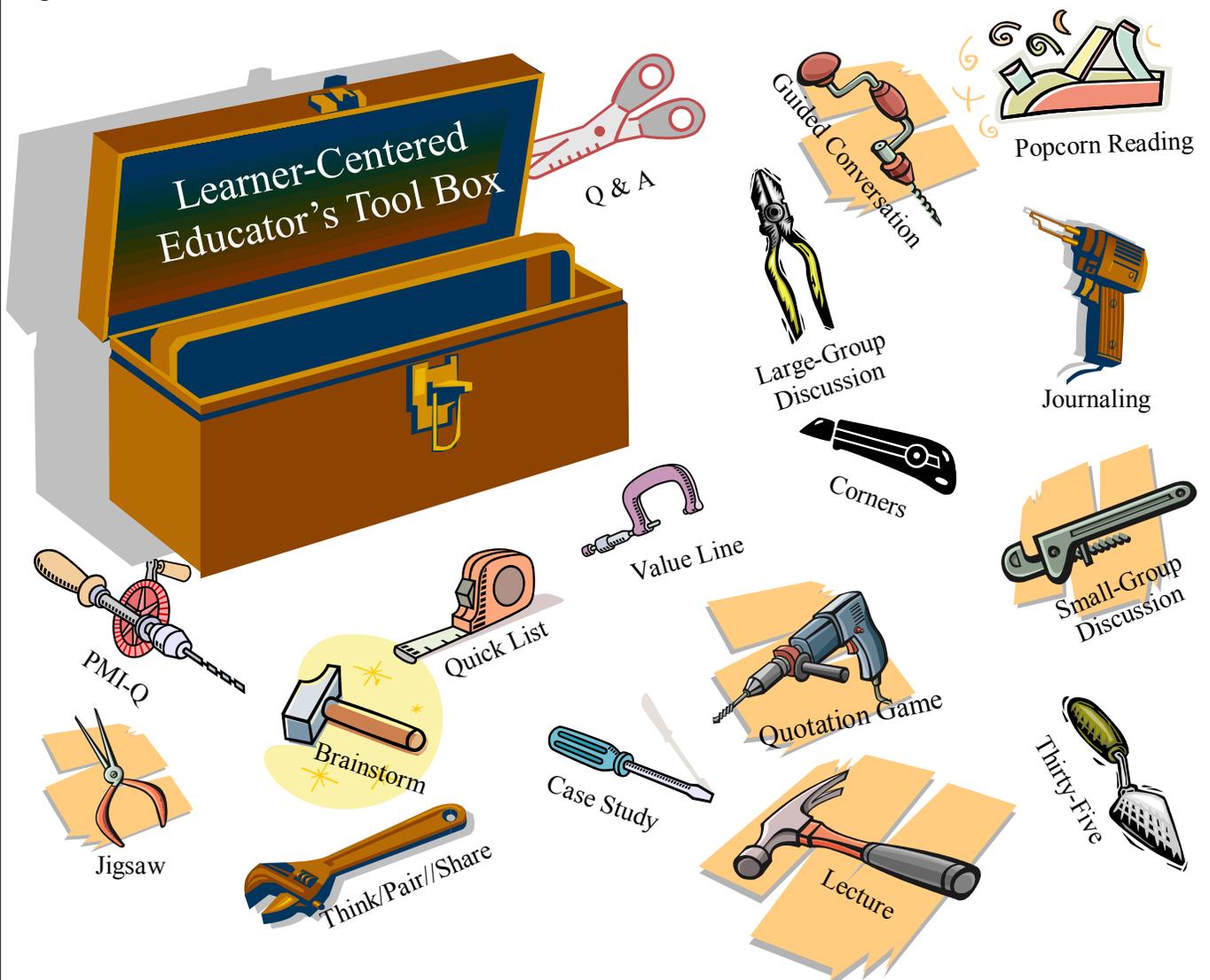
Variation: To shorten the game, play to 28 (four rounds) or 21 (three rounds).

Variation: Play spirited music during times that students are exchanging cards; they stop exchanging cards when music stops (like musical chairs).

USE or ADAPT (be specific about the **purpose** and the **directions**):

What is Learner-Centered Education?

- The Learner-Centered Educator facilitates a learning experience, then encourages students to reflect deeply upon the experience, guiding them to make meaningful discoveries.
- The Learner-Centered Educator employs a wide range of teaching methods which encourage students to participate actively in the learning process.
- Being a skilled Learner-Centered Educator requires content expertise, verbal fluency, and the ability to design and facilitate effective learning experiences.
- Students in this learning environment often become active learners, seeking to discover...
 WHY? A reason to learn the content
 WHAT? Information that explains the content
 HOW? Proficiency in applying the content
 WHAT NEXT? The ability to generalize and transfer the content to new situations.
- When done well, this approach addresses the learning preferences of a majority of students, helping them create learning that is deep and lasting, and, sometimes, even transformational.



What the recent research on student learning has concluded is that the more actively students are involved in the learning process and take personal responsibility for their learning outcomes, the greater are the learning results.
 —Todd M. Davis & Patricia Hillman Murrell, *Turning Teaching into Learning*. ASHE-ERIC

The Quotation Game: Personal Responsibility

NOTE: You have 15 minutes to complete Steps 1 and 2. As soon as you finish, deliver your team's quotation to the facilitator.

1. In your group, use a Read-Around to read the following quotations about Personal Responsibility. Then identify the "essential truths" about Personal Responsibility.

A. *Responsibility...is...the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs.* —William Glasser

B. *[Y]ou are responsible for the eventual outcome of your life. You have been given the greatest power in the world—the power to choose.* —Denis Waitley

C. *I believe that we are solely responsible for our choices, and we have to accept the consequences of our every deed, word, and thought throughout our lifetime.* —Elisabeth Kubler-Ross

D. *What the recent research on student learning has concluded is that the more actively students are involved in the learning process and take personal responsibility for their learning outcomes, the greater are the learning results.* —Todd M. Davis & Patricia Hillman Murrell

E. *Learning and development indeed progress optimally when there is an active participation from the student to take personal responsibility for his or her own learning and development.* —Johnmarshall Reeve

F. *I believe it is prompt accountability for one's choices, a willing acceptance of responsibility for one's thoughts, behavior, and actions that make [the soul] powerful.* —Alice Walker

G. *Personal responsibility is the brick and mortar of power.* —Shelby Steele

H. *Whether I fail or succeed shall be no man's doing but my own. I am the force.... My choice; my responsibility; win or lose, only I hold the key to my destiny.* —Elaine Maxwell

2. YOUR TEAM GOAL: On a flip chart page, write a statement that captures an essential truth about Personal Responsibility that might have been written by an authority on this topic. Deliver your team's completed flip chart page to the facilitator, keeping it hidden from other groups.

3. After giving your flip chart page to the facilitator, as a team, make a list of the qualities you expect to see in a quotation by an authority on personal responsibility (e.g., *The statement appears to be supported by research*).

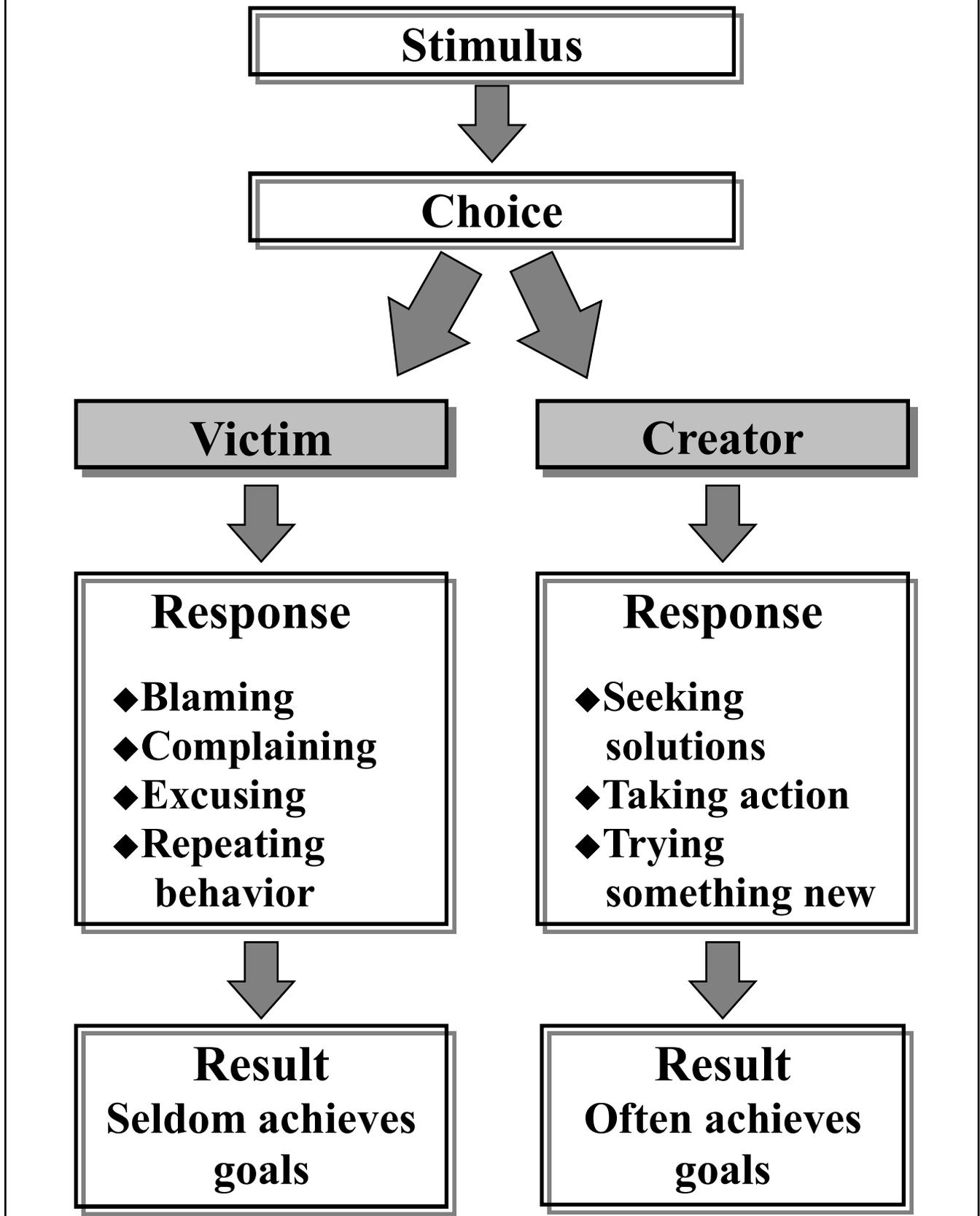
A.

B.

C.

Continue your list on the back →

RESPONSIBILITY MODEL



IF I TAKE FULL RESPONSIBILITY...

(You'll have about 10 minutes for writing)

Step 1. Complete each of the ten sentence stems below. For example, someone might complete the first sentence stem as follows: "If I take full Responsibility for all of my actions, *I will achieve more of my goals in life.*" **You will be asked to share what you write with others.**

- A. If I take full Responsibility for all of my actions...
- B. If I take full Responsibility for all of my thoughts...
- C. If I take full Responsibility for all of my feelings...
- D. If I take full Responsibility for my education...
- E. If I take full Responsibility for my career...
- F. If I take full Responsibility for my relationships...
- G. If I take full Responsibility for my health...
- H. If I take full Responsibility for all that happens to me...
- I. When I am acting fully responsible for my life...
- J. If I were to create my very best self...

Step 2. Write about what you have learned or relearned in this activity about personal responsibility and how you will use this awareness to improve your life. You might begin, *By writing about personal responsibility, I have learned/relearned....* (continue on back)

POPSON'S DILEMMA

Fresh from graduate school, Assistant Professor Popson was midway through his first semester of college teaching when his depression started. Long gone were the excitement and promise of the first day of class. Now, only about two-thirds of his students were attending, and some of them were barely holding on. When Popson asked a question during class, the same few students answered every time. The rest stared off in bored silence. One student always wore a cap with a slender cord slithering from under it to the iPod in his shirt pocket. With 10 or even 15 minutes remaining in a class period, students would start stuffing notebooks noisily into their backpacks or book bags. Only one student had visited him during office hours, despite Popson's numerous invitations. And when he announced one day that he was canceling the next class to attend a professional conference, a group in the back of the room pumped their fists in the air and hooted with glee. It pained Popson to have aroused so little academic motivation in his students, and he began asking experienced professors what he should do.

Professor Assante said, "Research says that about 70 percent of students enroll in college because they see the degree as their ticket to a good job and fat paycheck. And they're right. College grads earn nearly a million dollars more in their lives than high school grads. Show them how your course will help them graduate and prosper in the work world. After that, most of them will be model students."

Professor Buckley said, "Everyone wants the freedom to make choices affecting their lives, so have your students design personal learning contracts. Let each one choose assignments from a list of options you provide. Let them add their own choices if they want. Even have them pick the dates they'll turn in their assignments. Give them coupons that allow them to miss any three classes without penalty. Do everything you can to give them choices and put them in charge of their own education. Once they see they're in control of their learning and you're here to help them, their motivation will soar."

Professor Chang said, "Deep down, everyone wants to make a difference. I just read a survey by the Higher Education Research Institute showing that two-thirds of entering freshmen believe it's essential or very important to help others. Find out what your students want to do to make a contribution. Tell them how your course will help them achieve those dreams. Even better, engage them in a service learning project. When they see how your course can help them live a life with real purpose, they'll be much more interested in what you're teaching."

Professor Donnelly said, "Let's be realistic. The best motivator for students is grades. It's the old carrot and stick. Start every class with a quiz and they'll get there on time. Take points off for absences and they'll attend regularly. Give extra points for getting assignments in on time. Reward every positive action with points and take off points when they screw up. When they realize they can get a good grade in your class by doing what's right, even the guy with the iPod will get involved."

Professor Egret said, "Most people work harder and learn better when they feel they're part of a team with a common goal, so help your student feel part of a community of learners. Give them interesting topics to talk about in pairs and small groups. Give them team assignments and group projects. Teach them how to work well in groups so everyone contributes their fair share. When your students start feeling like they belong and start caring about one another, you'll see their academic motivation go way up."

Continued →

POPSON'S DILEMMA (continued)

Professor Fanning said, “Your unmotivated students probably don’t expect to pass your course, so they quit trying. Here’s my suggestion: Assign a modest challenge at which they can all succeed if they do it. And every student *has* to do it. No exceptions. Afterwards, give students specific feedback on what they did well and what they can do to improve. Then give them a slightly more challenging assignment and repeat the cycle again and again. Help them expect to be successful by *being* successful. At some point they’re going to say, ‘Hey, I can do this!’ and then you’ll see a whole different attitude.”

Professor Gonzales said, “Learning should be active and fun. I’m not talking about a party; I’m talking about engaging students in educational experiences that teach deep and important lessons about your subject. Your students should be thinking, ‘I can’t wait to get to class to see what we’re going to do and learn today!’ You can use debates, videos, field trips, group projects, case studies, learning games, simulations, role plays, guest speakers, visualizations...the possibilities are endless. When learning is engaging and enjoyable, motivation problems disappear.”

Professor Harvey said, “I’ve been teaching for thirty years, and if there’s one thing I’ve learned, it’s this: You can’t motivate someone else. Maybe you’ve heard the old saying, ‘When the student is ready, the teacher will arrive.’ You’re just wasting your energy trying to make someone learn before they’re ready. Maybe they’ll be back in your class in five or 10 years and they’ll be motivated. But for now, just do the best you can for the students who *are* ready.”

* * * * *

Listed below are the eight professors in this story. Based on your experience, rank the quality of their advice on the scale below. Give a different score to each professor. Be prepared to explain your choices.

Best Advice ← 1 2 3 4 5 6 7 8 → Worst Advice

___ PROFESSOR ASSANTE	___ PROFESSOR DONNELLY	___ PROFESSOR GONZALES
___ PROFESSOR BUCKLEY	___ PROFESSOR EGRET	___ PROFESSOR HARVEY
___ PROFESSOR CHANG	___ PROFESSOR FANNING	

Diving Deeper: Is there a response not mentioned by one of the eight professors that would have been even more motivating for you?

MOTIVATION QUIZ

College and University educators often talk about their students' motivation (usually noting a lack thereof). What, then, do experts say about what educators can do to increase their students' motivation?

Take this quick quiz and compare your ideas about motivation with two experts who have given much study and thought to this important topic.

GOOD NEWS: You don't have to take the quiz alone. Join with a partner, put your heads together, and write your best answers in the blanks below:

1. "The proper question is not, 'How can people motivate others?' but rather

_____”

—Edward Deci, *Why We Do What We Do*

2. "Today's theories about motivation emphasize the importance of factors within the individual, particularly the variables of _____ and _____. Students' motivations are strongly influenced by what they think is important and what they believe they can accomplish.”

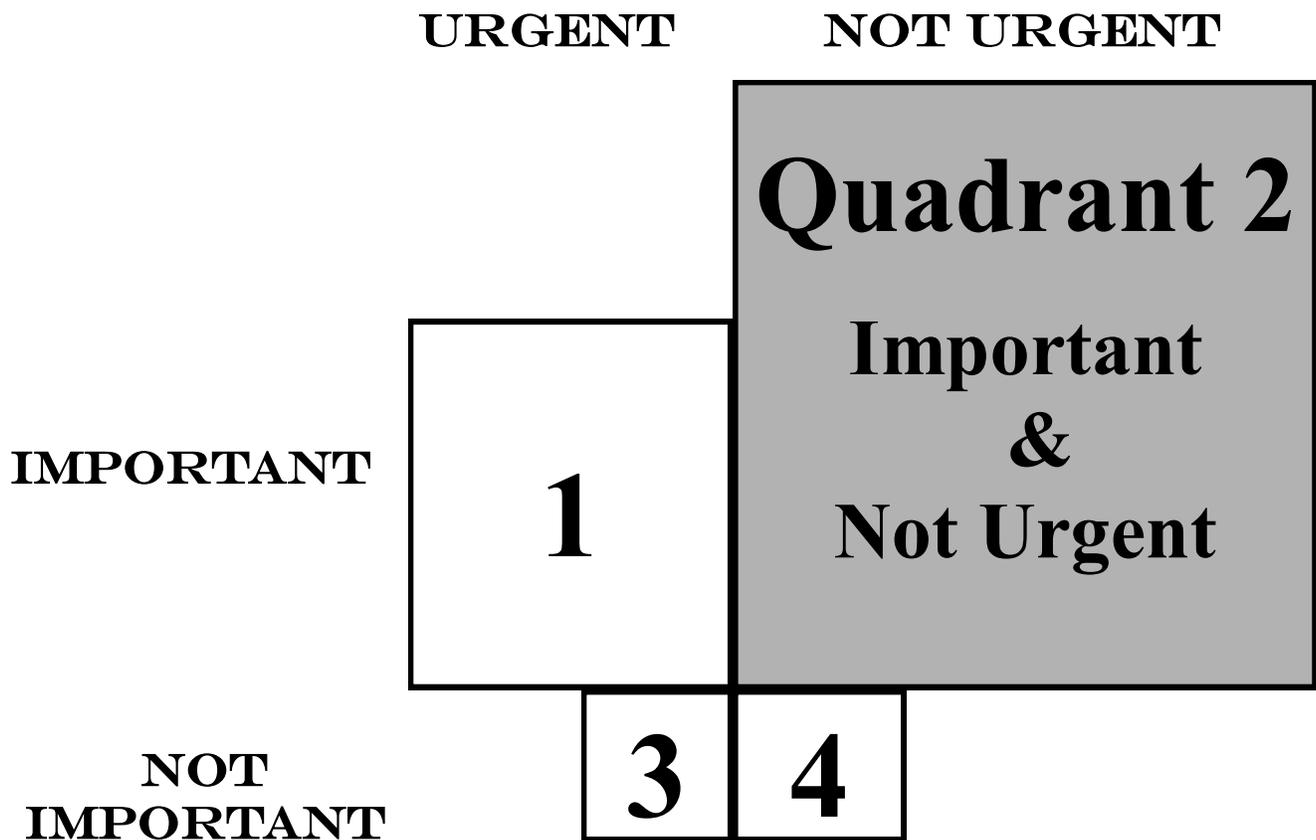
—K. Patricia Cross, *Motivation: Er...Will That Be on the Test?*

Extra Credit: I could use/adapt a **Paired Quiz** in the following way:

SELF-MANAGEMENT QUADRANTS

	URGENT	NOT URGENT
IMPORTANT	Quadrant 1 Procrastinators & Fire-Fighters	Quadrant 2 Prioritizers & Investors
NOT IMPORTANT	Quadrant 3 Placators & Yes-People	Quadrant 4 Slackers & Life-Wasters

SELF-MANAGEMENT QUADRANTS-IDEAL



ADVISING ALLYSA

Imagine that you receive the following email from one of your favorite students:

When the fall semester began, I wasn't sure how I was going to fit everything into my schedule. In addition to taking three college courses, I'm waitressing 24 hours a week, taking dance classes, teaching dance classes to kids, spending time with my boyfriend, doing housework and errands, hanging out with friends from three different groups (high school, college, and church), and rehearsing two evenings a week for an annual December musical at Memorial Auditorium, an event that draws thousands of people. I stay up late to get my homework done, then wake up exhausted. I'm struggling in math, and in my heart I know I could be doing better in my other classes. I forget to turn in homework, I'm skimping on preparation for my dance classes, I'm not calling friends back, and I forget to bring costumes and makeup to rehearsals for the musical. I'm sick all the time with colds and headaches. I'm seriously stressed and not doing full justice to anything. I need some advice. What should I do? Desperately, Allysa

SOLO: In the box below, offer Allysa some specific self-management strategies to try.

PAIR:

SQUARE:

WIN AS MUCH AS YOU CAN!

Rules of Play: During each of seven rounds, you will do the following:

- 1. Deliberate:** Discuss whether to choose X or Y. In Rounds 1, 2, 4, and 6, you may talk with only your team. In Rounds 3, 5, and 7, you may talk with members of any team.
- 2. Vote:** The choice of the majority becomes the team's choice. Reporter breaks all ties. The Reporter may not report a team vote until all team members have voted.
- 3. Announce Group's Choice:** When the chime rings, the Reporter for each team must hold up an X or Y card within 10 seconds. If the Reporter is late displaying the card, the team's choice will be recorded by the facilitator as a Y. The facilitator's decision is final.
- 4. Record Points:** Using the Payoff Chart below, record on the Team Score Sheet the number of points your team won or lost in each round. Then determine your team's total winnings.

Payoff Chart:

4X's	X's lose \$1.00 each
3 X's 1 Y	X's win \$1.00 each Y loses \$3.00
2 X's 2 Y's	X's win \$2.00 each Y's lose \$2.00 each
1 X 3 Y's	X wins \$3.00 Y's lose \$1.00 each
4 Y's	Y's win \$1.00 each

Team Score Sheet:

Round	Deliberate	You may talk to	Your Choice	Team's Choice	\$ Won	\$ Lost	Total Winnings
1	10 minutes	Your group only	X or Y	X or Y			
2	2 minutes	Your group only	X or Y	X or Y			
3	4 minutes	Any group	X or Y	X or Y	*		
4	2 minutes	Your group only	X or Y	X or Y			
5	4 minutes	Any group	X or Y	X or Y	**		
6	2 minutes	Your group only	X or Y	X or Y			
7	4 minutes	Any group	X or Y	X or Y	***		

Power Rounds (Highlighted in Score Sheet)

- *Round 3 payoff (or loss) is multiplied by 3
- **Round 5 payoff (or loss) is multiplied by 5
- ***Round 7 payoff (or loss) is multiplied by 10

A Fish Story

One September morning, on their first day of college, two dozen first-year students made their way into the biology laboratory. They sat down six at a lab table and glanced about for the professor. Because this was their first college class, most of the students were a bit nervous. A few introduced themselves. Others kept checking their watches.

At exactly nine o'clock, the professor, wearing a crisply pressed white lab coat, entered the room. "Good morning," he said. He set a white plate in the middle of each table. On each plate lay a small fish.

"Please observe the fish," the professor said. "Then write down your observations." He turned and left the room.

The students looked at each other, puzzled. This was *bizarre!* Oh, well. They took out scrap paper and wrote notes such as, *I see a small fish.* One student added, *It's on a white plate.*

Satisfied, they set their pens down and waited. And waited. For the entire class period, they waited. A couple of students whispered that it was a trick. They said the professor was probably testing them to see if they'd do something wrong. Time crawled by. Still they waited, trying to do nothing that would get them in trouble. Finally, one student mumbled that she was going to be late for her next class. She picked up her books and stood. She paused. Others rose as well and began filing out of the room. Some looked cautiously over their shoulders as they left.

When the students entered the biology lab for their second class, they found the same white plates with the same small fish already waiting on their laboratory tables. At exactly nine o'clock, the professor entered the room. "Good morning. Please take out your observations of the fish," he said.

Students dug into their notebooks or book bags. Many could not find their notes. Those few who could held them up for the professor to see as he walked from table to table.

After visiting each student, the professor said, "Please observe the fish. Write down all of your observations."

"Will there be a test on this?" one student asked. But the professor had already left the room, closing the door behind him. Frustrated, the student blurted, "Why doesn't he just tell us what he wants us to know?"

The students looked at one another, more puzzled. They peered at the fish. Those few who had found their notes glanced from the fish to their notes and back again. Was the professor crazy? What else were they supposed to notice? It was only a stupid fish.

About then, one student spied a book on the professor's desk. It was a book for identifying fish, and she snatched it up. Using the book, she quickly discovered what kind of fish was lying on her plate. She read eagerly, recording in her notes all of the facts she found about her fish. Others saw her and asked to use the book, too. She passed the book to other tables, and her classmates soon found descriptions of their fish. After about fifteen minutes the students sat back, very pleased with themselves. Chatter died down. They waited. But the professor didn't return. As the period ended, all of the students carefully put their notes away.

Continued →

The same fish on the same white plate greeted each student in the third class. The professor entered at nine o'clock. "Good morning," he said. "Please hold up your observations." All of the students held up their notes immediately. They looked at each other, smiling, as the professor walked from table to table, looking at their work. Once again, he walked toward the door. "Please . . . *observe* the fish. Write down *all* of your observations," he said. And then he left.

The students couldn't believe it. They grumbled and complained. *This guy is nuts. When is he going to teach us something? What are we paying tuition for, anyway?* Students at one table, however, began observing their fish more closely. Other tables followed their example.

The first thing all of the students noticed was the biting odor of aging fish. A few students recorded details about the fish's color that they had failed to observe in the previous two classes. They wondered if the colors had been there originally or if the colors had appeared as the fish aged. Each group measured its fish. They poked it and described its texture. One student looked in its mouth and found that he could see light through its gills. Another student found a small balance beam, and each group weighed its fish. They passed around someone's pocket knife. With it, they sliced open the fish and examined its insides. In the stomach of one fish they found a smaller fish. They wrote quickly, and their notes soon overflowed onto three and four sheets of paper. Finally someone shouted, "Hey, class was over ten minutes ago." They carefully placed their notes in three-ring binders. They said good-bye to their fish, wondering if their finny friends would be there on Monday.

They were, and a vile smell filled the laboratory. The professor strode into the room at exactly nine o'clock. The students immediately thrust their notes in the air. "Good morning," the professor said cheerfully, making his way from student to student. He took longer than ever to examine their notes. The students shifted anxiously in their chairs as the professor edged ever closer to the door. How could they endure the smell for another class period? At the door, the professor turned to the students.

"All right," he said. "Now we can begin."

—Inspired by Samuel H. Scudder, "Take This Fish and Look at It" (1874)

* * * * *

1. What do you believe the biology professor wanted his students to learn about learning from this opening week activity? (Write your answer in the space below...continuing on the back if necessary.)

2. Given what you think the professor wanted his students to learn, how would you rate his method of conveying the lesson. Circle your choice on the scale below. Be prepared to explain your rating.

Poor ← 1 2 3 4 5 6 7 8 9 10 → Excellent

Adding to my Learner-Centered Tool Box

Structures	How I can USE/ADAPT
Case Study (Purchased Paper)	
Quick List (Qualities of Successful Students)	
Jigsaw	
Gallery Walk	
Think/Pair/Share	
Quotation Game (Responsibility Quotes)	
Value Line (Popson's Dilemma)	
Thirty-Five	
Corners	
PMI + Q (Plus, Minus, Interesting, Question)	
Sentence Stems (If I take full responsibility...)	
Journal	
Guided Conversation	
Case Study (Popson's Dilemma)	
Paired Quiz	
Self-Management Quadrants	
Giving Advice (Advising Allysa)	
Think/Pair/Share/Square	

Adding to my Learner-Centered Tool Box

Structures	How I can USE/ADAPT
Learning Game (Win as Much as You Can)	
Metaphor (Chair Lift)	
Video (Zea)	
Card Swap	
Case Study (A Fish Story)	
Popcorn Reading	
Hand Up/Stand Up	
Read Around	
How Can I Use/Adapt? (Yes...how can you use/adapt the use/adapt structure?)	
Groupings	
Whole-Group (Q&A)	
Small-Group	
Pair	
Solo	

USING/ADAPTING

Learner-Centered Structures from this Workshop

ACCOUNTING: Jigsaw: *Purpose—Student learn Assets, Liabilities, and Owner's Equity.* In Home Groups of three, students choose their topic and then use their text and class lectures to develop expertise. Expert Groups then discuss/learn their topic and create 10 test questions with answers. Experts return to their home groups and teach others their topic and test the knowledge. Collect the questions and use the best ones on the next test.

ADVISING: PMI+Q: *Purpose—Advisees analyze their academic plan.* After advisees create a four-semester academic plan, use **PMI+Q** as an interview technique to help them evaluate and, possibly, improve their plan. Ask advisees to explain the Pluses of their plan, the Minuses, what's Interesting about their plan, and then ask what Questions they have about the plan.

ENGLISH: Value Line: *Purpose—Students improve their writing skills.* Have students read and grade (A to F) an essay written by an anonymous former student. Then, have students line up by the grade they awarded the essay. Lead a discussion of the strengths and weaknesses of the essay and elicit suggestions about how the author could improve it. Finally, compile a list of student-generated suggestions for future reference, and possibly a rubric.

MATHEMATICS: Think/Pair/Share: *Purpose—Students learn to solve problems.* Have students work alone to solve a challenging problem (perhaps for homework). Then pair students to compare their work. Finally, have pairs present their solutions and explain their work to the class.

NURSING: Case Study: *Purpose—Students learn the laws dealing with prescription drugs.* Have students read a case in which a nurse discovers that another nurse—a close friend who recently had back surgery—is stealing prescription pain killers. Students discuss what they would do upon making such a discovery; then have them read related laws and learn the actual legal consequences of their proposed choices.

STUDENT SUCCESS/FYE: Thirty-Five: *Purpose—Students learn the value of study groups.* Have students write on an index card an answer to the question, "What is the greatest benefit of a study group?" Then play Thirty-Five to generate a Top 10 List of the benefits of participating in a study group. Publish the list on a handout or class web site.

Note the key elements of each strategy:

- **PURPOSE:** Each strategy presents a specific academic learning outcome.
- **DIRECTIONS:** Each explanation presents the steps specifically enough that anyone who knows the structure would be able to facilitate it.

You will find additional ideas at <http://OnCourseWorkshop.com/OCAC2.htm>.

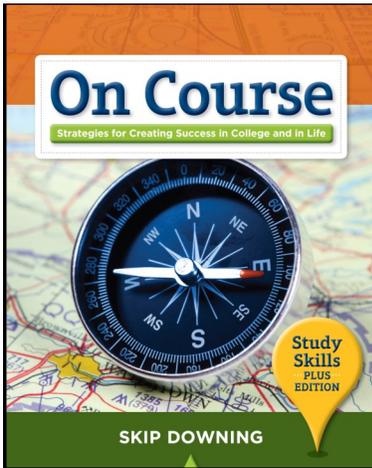


Join us at our 5th annual Festival for Learner-Centered Educators!

The 2010 On Course National Conference

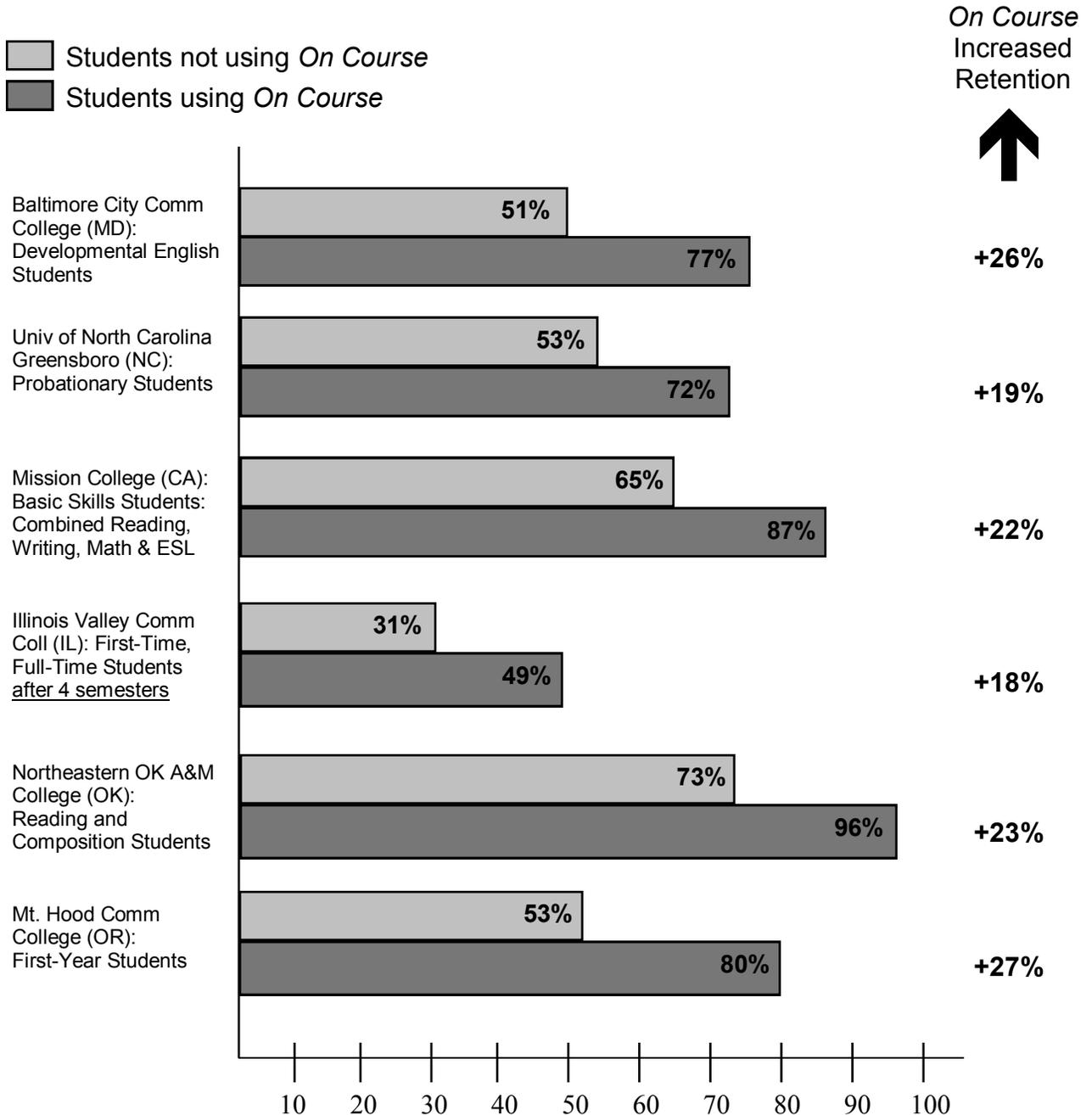
April 9-10, 2010, in Raleigh, NC (pre-conference April 8)

- 1. STUDENT SUCCESS STRATEGIES:** A collection of innovative strategies for empowering your students to become active, responsible learners. You'll find something here you can implement today.
- 2. ON COURSE I WORKSHOPS:** In these four-day retreats, you'll learn dozens of strategies for empowering students to become active, responsible learners. Like no other professional development event you've ever attended, these workshops are perfect for all college faculty, student success instructors, counselors, Trio personnel, and administrators who want to improve student success and retention. Read the testimonials and you'll want to attend.
- 3. ON COURSE II WORKSHOPS:** (Prerequisite: On Course I Workshop) In these advanced workshops, you'll add to your repertoire of student-empowerment strategies. You'll also explore how to design and deliver learner-centered educational experiences that help students move from superficial to deep learning. If you'd like additional strategies for your student success tool box and you'd like to help your institution become a learning college or university, this is the ideal workshop for you.
- 4. ON COURSE NEWSLETTER:** Professional Development on your desk top. Receive FREE weekly e-mails (bi-weekly in the summer) with innovative strategies for empowering students to achieve greater success. **TO SUBSCRIBE**, click here and send the resulting e-mail. You don't even need to type anything. Our computer will automatically subscribe your return address. **TO SUBSCRIBE A GROUP** (e.g., your department or division), click here and send a list of the individual e-mail addresses with a request to subscribe them all to the On Course Newsletter. More than 33,000 subscribers worldwide...and growing.
- 5. ON COURSE (THE BOOK):** *On Course: Strategies for Creating Success in College and in Life* (Wadsworth/Cengage Learning) is a ground-breaking text that presents students with a hands-on approach to learning essential life and study skills. Now in its 6th edition, *On Course* is used as a text in student success courses, freshman year experience programs, and inward-looking courses that promote student growth and self-awareness. Because of the unique journaling component, this text is also used in developmental and credit-level composition courses. To request an exam copy, call the publisher's faculty services (800-354-9706).
- 6. ON COURSE DATA:** Read compelling data from programs using the *On Course* text book and instructional strategies to achieve greater student academic success and retention.
- 7. ON COURSE AMBASSADORS:** Here's the roster of educators taking a leadership role at their institutions. The OCambassadors' ultimate goal is to transform their colleges and universities into learner-centered institutions that empower students to become active, responsible learners, thus achieving a significant increase in academic success and retention.
- 8. ON COURSE SELF-ASSESSMENT:** Have your students take the On Course Self-Assessment online. Not only will they get an immediate and printable report of their scores, they'll also get the average scores of everyone else who's taken the self-assessment.



Increased Retention with *On Course*

Colleges and universities using the *On Course* text are significantly improving retention of their first-year students. Here's data from *On Course* programs at colleges and universities around the country.*



* Studies conducted by individual institutions. To read their complete reports (and others), see www.OnCourseWorkshop.com/Data.htm

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EVALUATION OF WORKSHOP

*I very much value your thoughts about this workshop. Your **specific** feedback helps me make course corrections as I move toward my goal of promoting learner-centered education that empowers students to be active, responsible learners, thus significantly increasing academic success and retention.*

1. Please rate the overall value of this workshop to you:

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

2. Specific strategies I will use/adapt include...

3. What I liked best about the workshop content and/or facilitation...

4. Ways I think the workshop content and/or facilitation could be improved...

5. I'd also like to say or ask...

*****If I may share your thoughts with other educators, please print your name below:**

Name: _____