

LA 7.3 Center 2--Motivating Learners

Using Theories of Motivation to Respond to Issues of Motivation and Engagement



Learning Outcome	Pedagogical Intent	Student Position
<p>Identify and articulate how your beliefs impact your ability to gather and evaluate evidence of student learning. Assessment: pts. TA: 20 Minutes</p>	<p>Teachers who understand student motivation and influences that create issues for learning can use their new understandings to create conditions in which every student can learn and achieve.</p>	<p>Students have studied principles of assessment literacy and concepts for designing curriculum for understanding. They are prepared to read about other factors involved in student achievement in preparation for linking teaching, learning, and assessing.</p>

Instructions

1. Join a group of four to complete this center activity.
2. Think of one student you have struggled to motivate to learn in your class. Write a brief statement (either in a word document or on a piece of paper) about what you think the issue or the problem was.

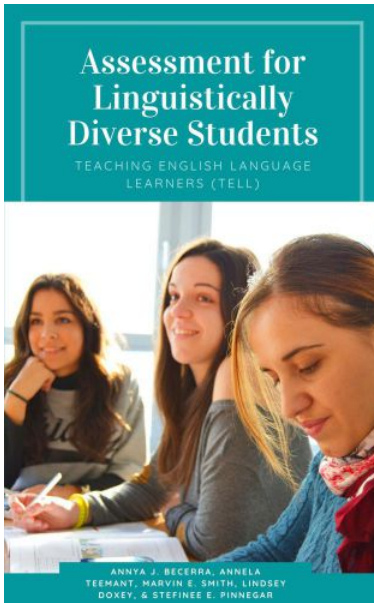
3. Each person in the group will read one summary linked below (they are all less than one page) and prepare to share the information with group members*:

- [Beliefs About Intelligence and Academic Performance](#)
- [Readiness to Learn](#)
- [Expectations for Learning](#)
- [Students' Goals for Learning](#)

4. Listen as each person shares their understandings from their article with the rest of the group.

5. Take a moment and write about some things you could consider to help you work with the struggling student you identified. Either e-mail your word document or submit the paper with your notes at the end of the session.

*Each article is referenced if you want to go to the original article and learn more or here is a [summary of motivation theories](#) published in 2017.



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment