

LA 7.2 Center 2--Motivating Learners



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 about what you think was the problem on a piece of paper.
3. Each person in the group will read one summary (found below) and prepare to share the information from the list below:
 - [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. On your paper, take a moment to write about your struggling student and some things you could consider to help him/her or another student with the same issues. This paper needs to be handed in at the end of this session.



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