Motivating Students to Learn: Integrating Apps+Intro to Padagogy Wheel

Northwest Missouri State University
Day of Faculty Professional Development
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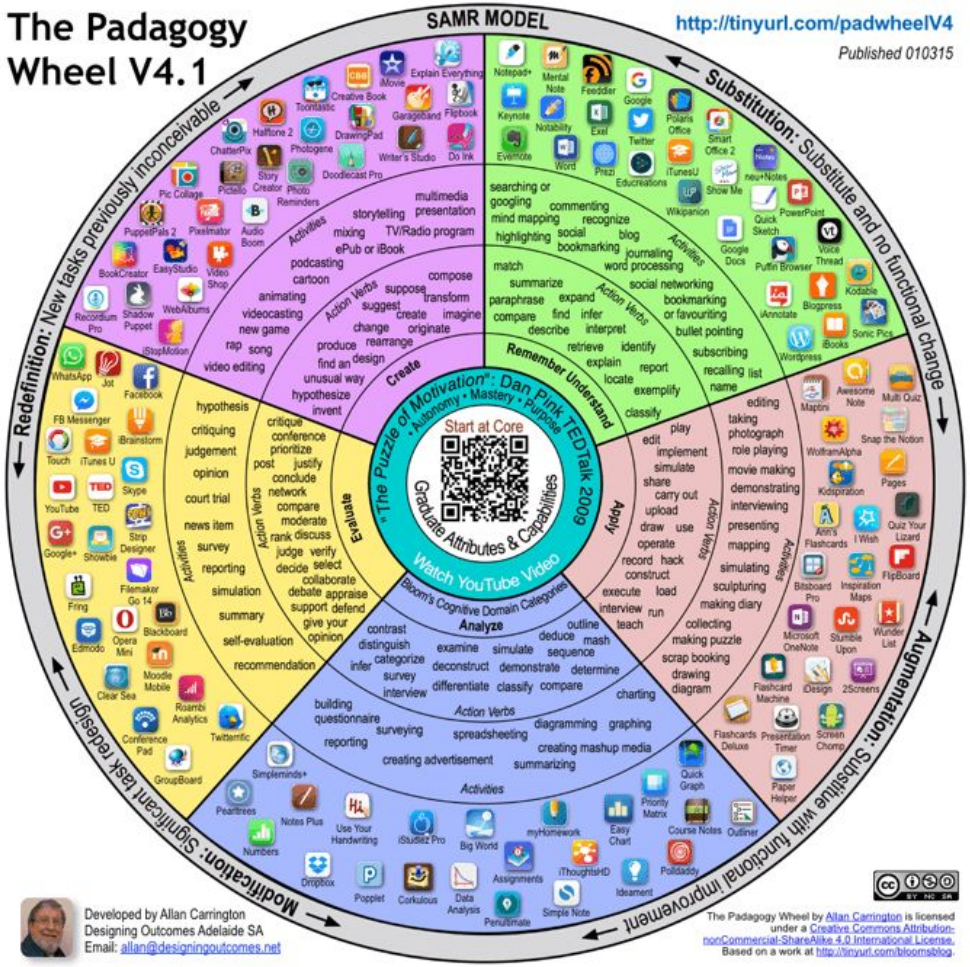
On a scale of Cat, how are you feeling today?
1
2
3
4
5
6
7
8
9

Today’s Takeaways (We Hope)

1. Brief introduction to Allan Carrington’s Padagogy Wheel
2. Brief discussion of engagement vs. motivation
3. Brief runthrough of Bloom’s Taxonomy
4. Brief introduction of SAMR and its uses in class
5. Some things you can use immediately
6. Planting a seed to come see us later this semester

The Padagogy Wheel V4.1



Developed by Allan Carrington
Designing Outcomes Adelaide SA
Email: allan@designingoutcomes.net

Engagement vs. Motivation
Is there a difference?

Let’s do some quick drawing . . .

Engagement vs. Motivation

Students can be engaged in something but not absorbed in it because they feel a sense of “have to”

What Drives Motivation?

Autonomy: Provide students with frequent and authentic opportunities to make choices and engage in critical thinking/design.

Mastery: People generally want to get better at their work because it makes them feel good. Mastery of learning is essential.

Purpose: Students ask “why” every day and they are looking for more than “because it’s important”

The Teacher & The Environment

Creating the right environment:

- Autonomy
- Clear Goals
- Immediate feedback: It’s working, let’s keep going, or, it isn’t working and how do we need to change it

What Drives Student Motivation?

This is a link to an article that discusses driving student motivation.

(scan the code or access the bitly link)

KnowledgeWorks.org (2018)
Bit.ly/whatdrivesstumoti

Motivation Rubric

Motivation Rubric

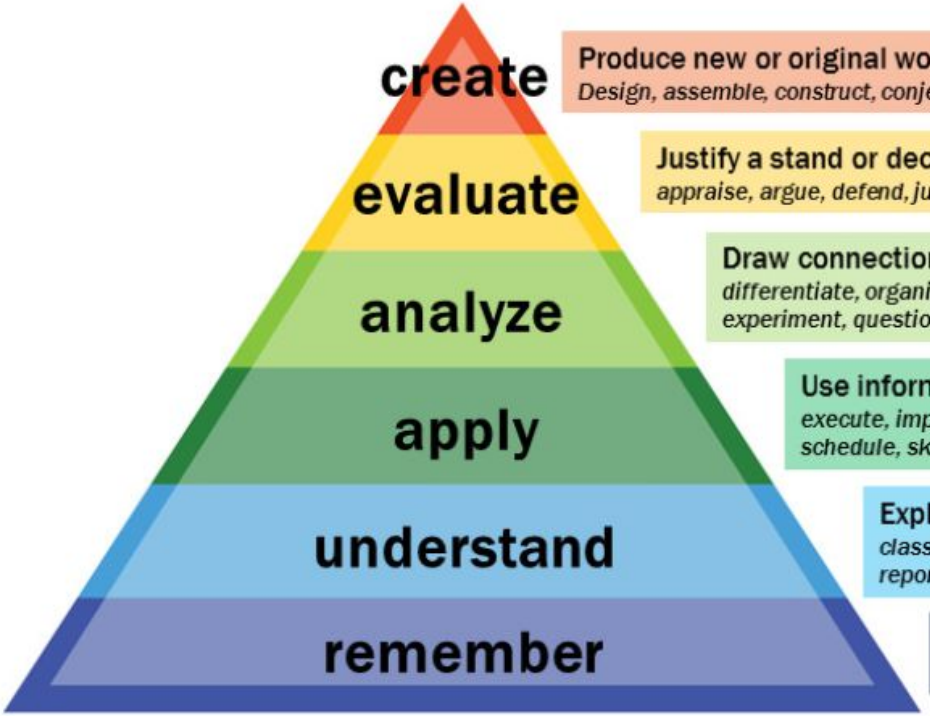
Classroom Motivation Rubric – based on Daniel Pink's *Drive*

	Inhibits Motivation	Allows for Motivation	Nurtures Motivation (In addition to "Allows for" criteria)

Autonomy:
 	
The desire to direct our own lives.
	• Rules and procedures are centered on the needs of the teacher.
	• Teacher dictates the majority of decisions on the "4 Ts":
	  ○ Task: what to do.
	  ○ Team: who to do it with.
	  ○ Technique: how it must be done.
	  ○ Time: how long and in what order.
		• Rules and procedures are designed to support student needs.
		• Students have significant input on decisions on the **"4 Ts"**:
		  ○ Task: what to do.
		  ○ Team: who to do it with.
		  ○ Technique: how it must be done.
		  ○ Time: how long and in what order.
			• Rules and procedures are co-created and continually revisited in maintaining classroom culture.
			• Facilitator supports students in making critical choices on the **"4 Ts"** with moves such as:
			  ○ Helping students articulate choices.
			  ○ Provoking discussion around success criteria.
			  ○ Encouraging the development of alternative paths.

Mastery: **Get better at something that matters.**	• Students all work on the same task with the same expectations regardless of individual skill level. • Instruction is mandatory and/or in mass. • Assessment is primarily for evaluation. • Feedback is limited and/or provided too late for incorporation into revision. • Emphasis on high stakes assignments. • Topics are presented as discrete packages of knowledge. • Emphasis on reproduction rather than creation.	• Support and instruction regularly begin with reference to prior knowledge. • Course is designed with attention to progressive skill development. • Students regularly engage in meaningful self-assessment and reflection on growth. • Assignments may be redone or revised as a way to demonstrate improvement. • Quizzes are used as formative rather than summative assessments. • Students receive instructive feedback while working on the task. • Students feel challenged, yet capable of completing the task.	• Students self-articulate core content skills as a part of project reflection. • Students are involved in determining methods for evaluating and addressing skill development. • Student self-assessment carries significant weight in overall course evaluation. • Support provides tools or methods for solving problems but not the solution itself. • Support elevates the student rather than lowering the challenge.
Purpose: **Contribute to something larger than ourselves.**	• Reason for learning material is not addressed or is justified in terms of access to future learning. • "The Test" is a regular rational for content or instruction. • Work has little or no connection to the outside world or student interest. • Work has one correct answer.	• Project simulates "real world" activities. • The problem or question has meaning to the students and provides a clear "need to know" • Project has several possible correct solutions	• Adults are likely to tackle the problem or questions addressed by the project • Entities or persons outside of the school will use the product of student work • Students will present and defend solution to a real and appropriate audience for the student work.

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

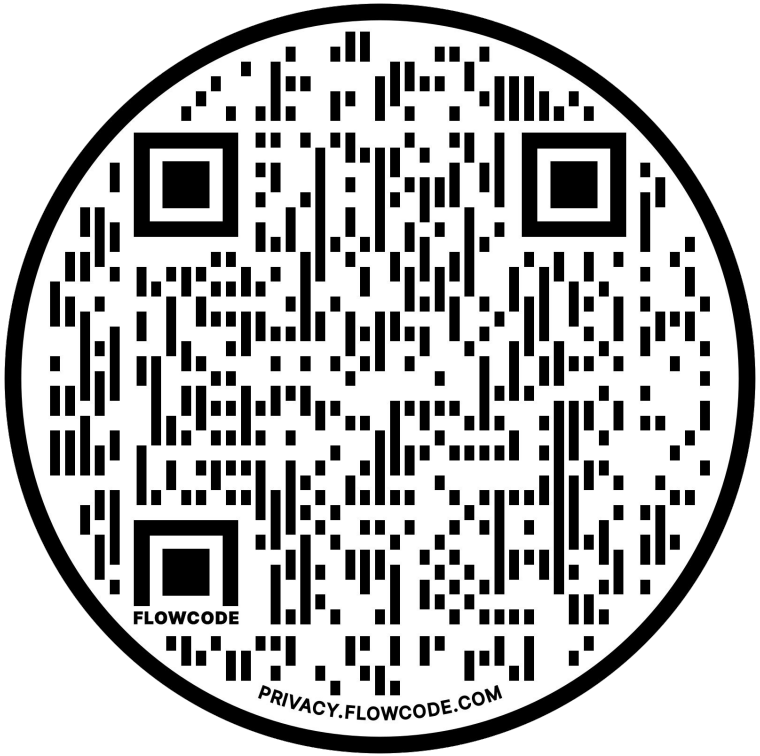
UNDERSTAND

ACTION VERBS
Comment
Discuss
Demonstrate
Indicate

ACTIVITIES
Summary
Conclusions and Implications
Show and Tell
Journaling
Tagging
Priority Lists

SAMPLE APP
PADLET
Instant formative assessment

UNDERSTAND



Apply - using Desmos

Participants will be able to apply what they know about Northwest's Institutional Learning Outcomes to writing objectives.

> I'll check participant's knowledge of the ILO's using a Desmos Card Sort.

Participants will apply what they know about Northwest by answering questions about Northwest icons.

> I'll check participant's knowledge of Northwest using Desmos Polygraph.

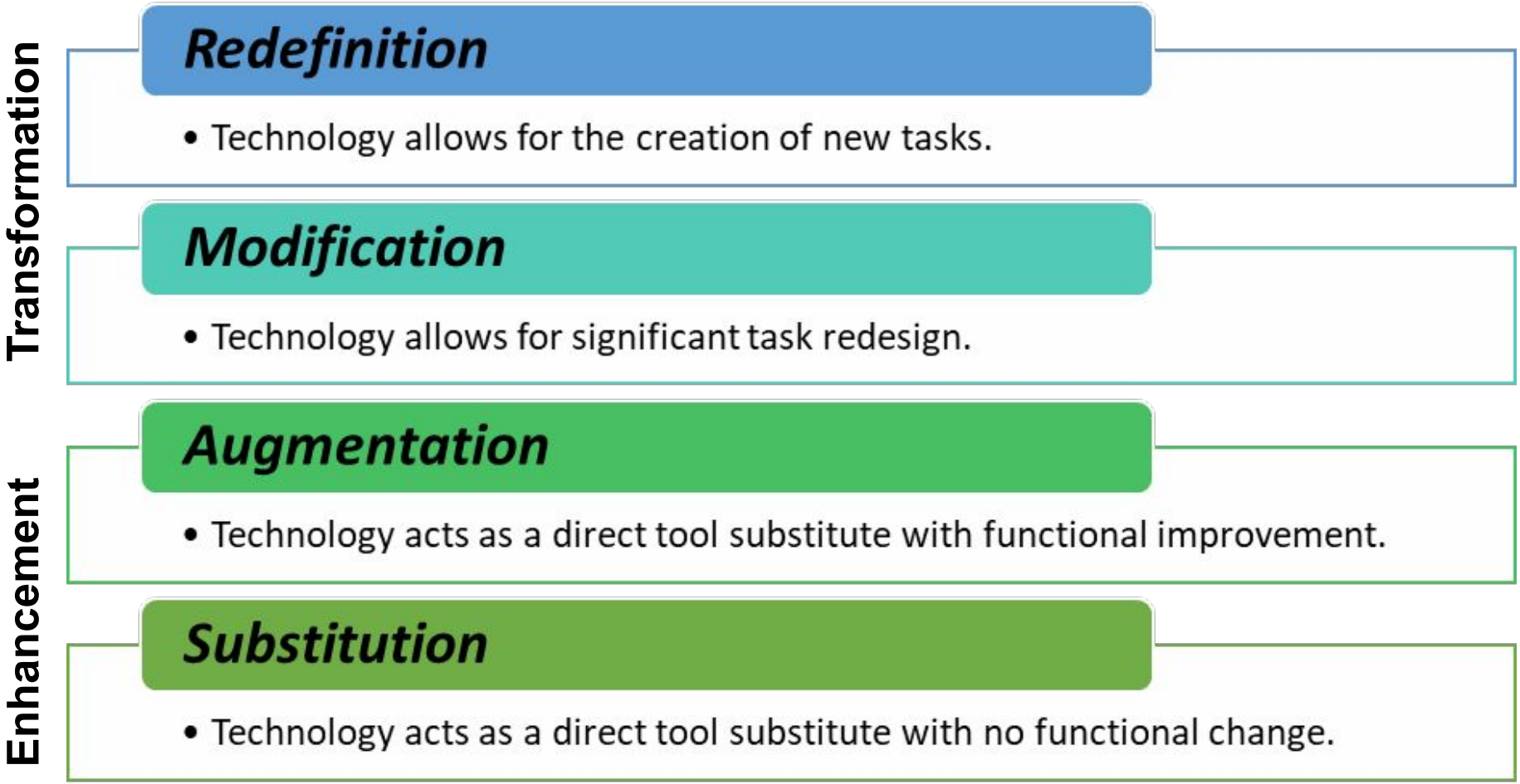
Introduction to the SAMR Model

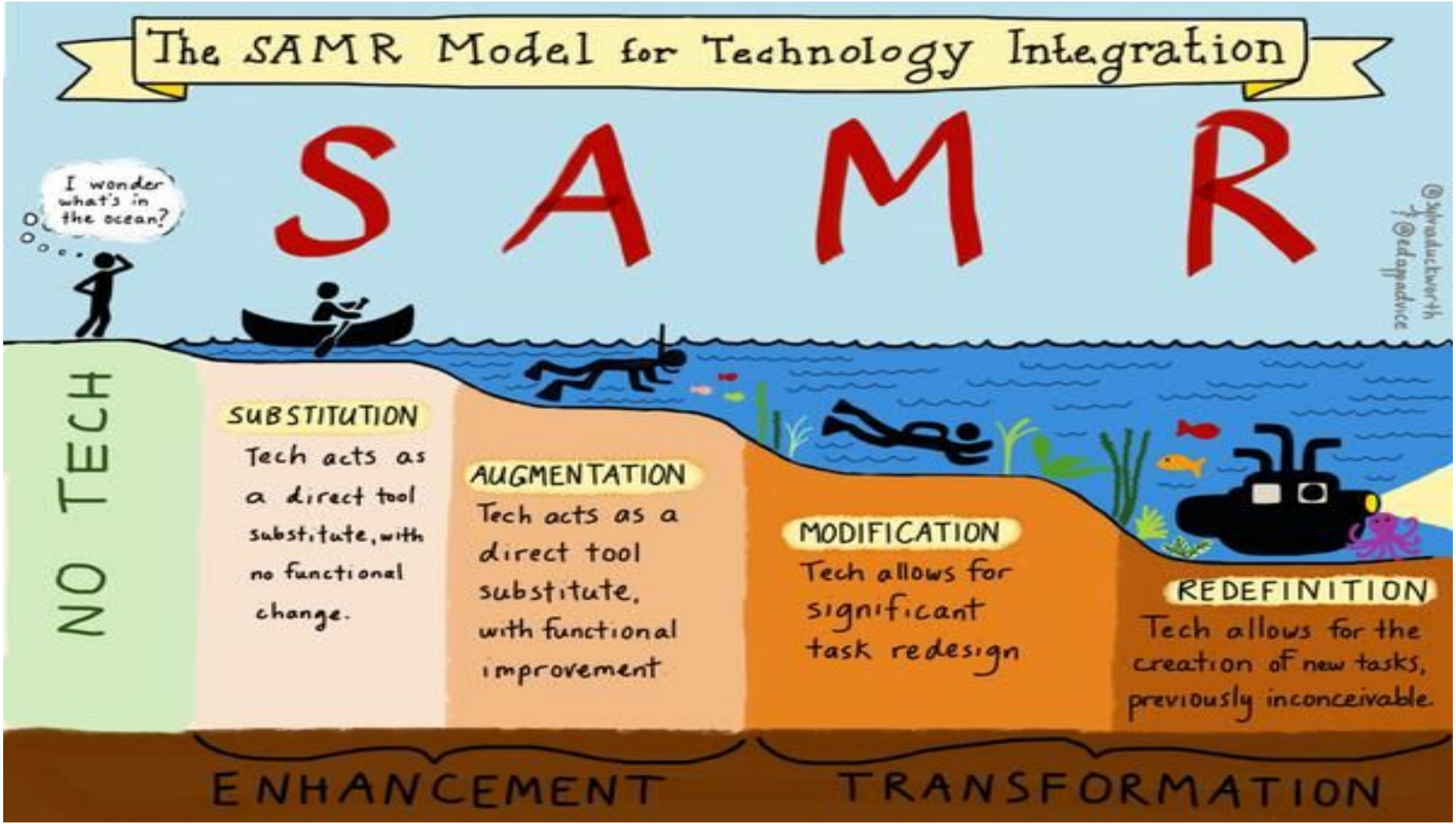
Substitution

Augmentation

Modification

Redefinition


Transformation
Redefinition
• Technology allows for the creation of new tasks.
Modification
• Technology allows for significant task redesign.
Enhancement
Augmentation
• Technology acts as a direct tool substitute with functional improvement.
Substitution
• Technology acts as a direct tool substitute with no functional change.


The SAMR Model for Technology Integration
S A M R
I wonder what's in the ocean?
@sylvanductworth
@edappadvice
NO TECH
SUBSTITUTION
Tech acts as a direct tool substitute, with no functional change.
AUGMENTATION
Tech acts as a direct tool substitute, with functional improvement
MODIFICATION
Tech allows for significant task redesign
REDEFINITION
Tech allows for the creation of new tasks, previously inconceivable.
ENHANCEMENT
TRANSFORMATION

Why the SAMR model?

Questions you may ask yourself…

- What am I hoping to achieve by using this technology?
- How will it make a difference to my students' learning?
- Why is it preferable to *not* using technology?
- How equipped are my students and I to use this technology?
- How much time do I have to invest in making it work?

Brainstorm

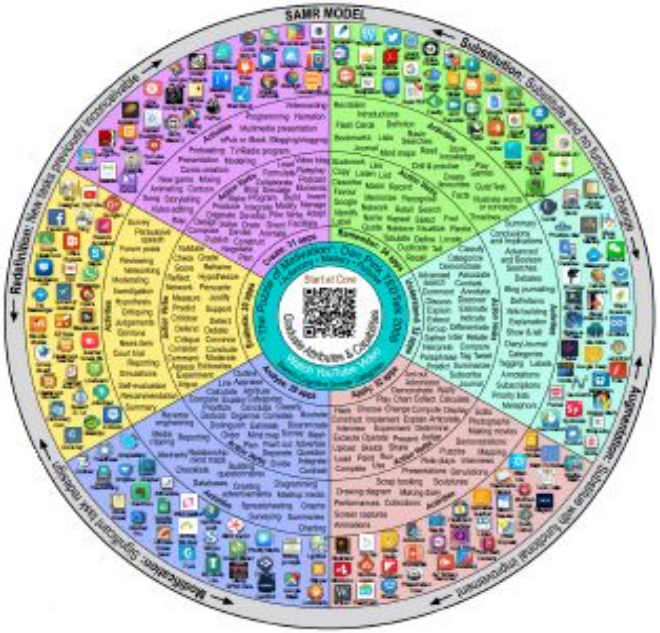
How might you use the SAMR model within your own courses?

Now what…

Where do we go from here?

Padagogy Wheel
Spring PD for interested faculty

The Padagogy Wheel Model Workshop Series



Originally an Apple iOS tool - now also in Android

Interconnected prompts from planning to implementation

Bloom's Cognitive Domain Categories include instructional strategies, activities, and action verbs for aligning objectives

SAMR Model to guide using the technologies you choose

SP23 Seven Weekly Online Workshop sessions beginning February 13, alternating online weeks with Zoom sessions

Registration will be available soon in NMSU Workshop link