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Teacher Training Session: Learning Cycle Two

**Sindh Technical Assistance – Development through Enhanced
Education Programme (STA-DEEP)**

**Motivating
and Engaging
Students**



THE AGA KHAN UNIVERSITY
INSTITUTE FOR EDUCATIONAL
DEVELOPMENT, PAKISTAN

Motivating and Engaging Students

Learning Outcomes: By the end of the session, the teachers will:

- Define motivation and engagement
- Identify ways/strategies to motivate and actively engage the learners in the classroom
- Discuss the role of motivation in engaging the learners in the classroom
- Distinguish the types of motivation (intrinsic and extrinsic) and their contribution towards learners' engagement
- Prepare presentations on motivational strategies according to the age/grade level



Session Plan

Instructional strategies / activities

Time	Objective/purpose of the activity	Activities/learning experiences	Materials/resources
10 min	<p>Welcome/ Warm-up</p> <p>The task will allow the learners to know a little about each other and will be used to build rapport among the teachers.</p>	<p>Welcome the teachers and follow the instructions below to conduct this activity.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Introduce yourself. 2. The teachers will be given chart papers and will be asked to write their names on it along with one of the adjectives that represent them and begin from the first alphabet of their name. 3. All the chart papers will be collected in a penholder. 4. Upon their turn, the teachers will loudly call out their name and their adjective before putting it in the pen holder. The chart papers could be used in the later part of the workshop to take the responses from the teachers. 5. Share the topic of the day (motivating and engaging students). 	<p>Markers, Penholder, Chart papers,</p>

10 min	<p>Introduction</p> <p>It will help the learners to self-assess their learning and define the learning objectives and targets for themselves in the beginning. The sheet could be used to evaluate the overall learning about the topic.</p>	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Give the teachers a KWL sheet to fill out individually. 2. Ask the teachers to write what they know (K) about the topic, ‘motivating and engaging students and what they want (W) to know about the topic. The last part of the chart, what I learnt (L) will be filled at the end of the session. 3. Randomly take responses or use the name papers from the penholder about what they know and wish/want to know about the day’s topic. 	KWL printout sheets (provided at the end of this session)
40 min (Between the two activities, use one – whichever seems more feasible/doable.)	<p>Practice</p> <p>The activity will help the learners to discuss important aspects of the topic, share their experiences and contextual differences in applying the shared ideas.</p> <p>The activity will help the teachers to distinguish between extrinsic motivation from</p>	<p>Activity One: Carousel</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the teachers into groups (4 to 5 members in each) 2. Post the charts with the following questions in different corners of the room. <ul style="list-style-type: none"> • What do you understand from the term ‘motivation’? • How would you describe the concepts of intrinsic and extrinsic motivation? • What is the role of motivation in learning in the classroom? • How can motivating the students contribute to their active engagement in the classroom? • What could be some ways to motivate and engage students in the classroom? 3. Ask the teachers to take a walk together to each chart, read the question on the chart, discuss it and write their group answer on it and move on to the next chart. 4. The charts will be organised in a circle. The groups will move in a circle to complete the exercise. 5. Once each group visit all the charts, ask volunteers to read them aloud, and summarize and discuss the responses written on the chart paper. <p>Activity Two: Group Debate (optional – feel free to use either ‘Carousel’ or ‘group debate)</p> <p>Instructions:</p>	Chart papers Markers

	intrinsic. The teachers will also learn how both types play their role in making the classroom and learners active and engaged in the learning process.	<ol style="list-style-type: none"> 1. Divide the teachers into two big groups. 2. Pose two statements (given below) and ask each group to prepare their argument on one of the given statements. 3. After the group discussion, initiate the debate. 4. To maintain discipline, use the numbered heads strategy (the groups will be asked to number each teacher like 1, 2, 3...) the trainer will call out the number to take the response, and the teacher from each group having the same number will share the pointers they prepared. 5. The statements are: <ul style="list-style-type: none"> • Intrinsic motivation (motivation that comes from within an individual) is more important than extrinsic motivation (motivation that comes from outside factors) to engage students and teachers in the classroom. • Extrinsic motivation (motivation that comes from outside factors) is more important than intrinsic motivation (motivation that comes from within the individual) to engage students and teachers in the classroom. 	
Tea Break (10 min)			
10 min	<p>Input</p> <p>This will allow the teachers to gather/summarize the activities and discussions and reflect on the topic.</p>	<p>Instructions:</p> <ol style="list-style-type: none"> 1. After discussing all the ideas presented during the first and/or the second activity, elaborate/reinforce why motivation is important to have active student engagement in the classroom and teaching-learning process, how it contributes to effective teaching and learning, and how its absence hinders learning. 2. Also share some strategies (i.e. setting clear learning goalsⁱ, developing a meaningful relationship with studentsⁱⁱ, being creative with course contentⁱⁱⁱ, rewarding learners for performance/engagement^{iv}) which the teachers can use to keep the students motivated. 	Multimedia/ handouts in case of the unavailability of multimedia facility
35 min	<p>Practice</p> <p>The teachers will reflect on their school context to identify the best practices which could be applied in their classrooms to ensure the active</p>	<p>Emphasise that motivating factors vary from individual to individual. Also, they constantly change as the child grows up. Factors motivating young children might not motivate older students, thus, the motivational strategies planned for the classroom should be well thought out and should be age-appropriate.</p> <p>Instructions:</p>	Chart papers (for posters and for 2- star 1 wish feedback) Stationary

	engagement and motivation of the learners.	<p>Keeping the above in mind:</p> <ol style="list-style-type: none"> 1. Divide the teachers into grade/level-specific groups for the next task. 2. Ask the teachers with pre-primary teaching-learning experience to sit in one group, 3. Ask the teachers to discuss and prepare a poster/chart presentation of the motivational strategies/ideas/tips that could be used in the classroom of their specific grade level for the teachers to keep the students motivated and increase their level of engagement. The ideas should be age/level appropriate and practically applicable/doable in the context of Sindh. 	
10 min	<p>Conclusion:</p> <p>To reflect on their learning and recapitulate the key takeaways from the workshop.</p>	<ol style="list-style-type: none"> 1. Ask the teachers to fill out the last part of the KWL worksheet provided to them in the beginning. 2. Take a few responses from the teachers and use them as a method to conclude/summarize the session. 	KWL sheet
05	<p>Work Assignment:</p> <p>To apply what they learned in the workshop and reflect on the best practices for further improvement.</p>	<ul style="list-style-type: none"> - The teachers will be given the task to apply the planned strategies for the next two to three weeks. - Reflect and write which strategies worked well and which did not work well. - Think of at least two more strategies and apply them in the classroom. 	

Name: _____

Date: _____

MY KWL SHEET

K (What I know about the topic)	W (What I want to know about the topic)	L (What I learned about the topic)

Examples of Motivation Strategies

ⁱ Setting Clear Learning Goals

Simply, a learning goal is described as ‘what students will know or be able to do’ by the end of a lesson, unit, or term. Setting clearer learning goals increases focus and retention on the most important content and skills. However, the actual benefit is when students understand their target and receive focused feedback to help them reach it.

Process:

1. Clearly communicate learning goals making certain not to confuse them with activities or assignments.

To develop a clearly defined goal, thinking about an answer to this question would be helpful, ‘*What is it that I’m really meant to learn?*’

And the goal statement could be written in a structure such as, ‘*Student will be able to...*’

These statements should express what students must know and be able to do *at the end* of the lesson or unit.

2. Identify keywords or concepts in the learning goal with students.

For setting clear goals students need to...

- see the goal
- hear the goal
- do something with the goal (e.g., unpack key vocabulary, discuss connections to previous learning, write/speak it in own words, consider questions it brings to mind).

3. Clearly communicate what proficient performance looks like for each learning goal.

4. Design activities and assignments linked directly to the learning goal.

5. Create student-friendly scales or rubrics for learning goals that describe what each level of performance looks like.

More Tips:

- Teachers should communicate the learning goal(s)...
 - at the start of the unit/lesson.
 - and explain the purpose/importance of the goals.
 - periodically throughout the lesson/unit to make connections.
 - and frequently check for understanding.
 - and ensure that activities and assignments are matched to the goals.
 - have students use the learning goals for reflection at the end of the unit/lesson.
- Consider learning intentions with success criteria. Can your students answer these questions?
 - What am I learning today?
 - Why am I learning this?
 - How will I know that I learned it?

ii Develop a respectful teacher-students relationship

If the teachers are going to truly inspire and motivate all of his/her students, they should know each of them on a personal level. They need to know the students' interests and hobbies, who they hang out with, their family situations, and what gets them excited. Each student is going to require different motivational strategies, and the teachers have to know them to be able to predict what strategies might work.

In order to begin that “knowing,” try allowing for five minutes where students may share “Good News.” For example, student A shares, “I am a new uncle! My father bought a new car yesterday!” This is an opportunity for us to learn about our students as people and to let them know that we care about them individually. This also provides an avenue for teachers to share some details about their lives outside of school. When teachers are willing to share personally and become vulnerable, students are more likely to do the same. When learners see one another as whole people, they are more willing to take risks, and ask the questions they need to ask in order to obtain success.

All students learn differently. In each classroom, several types of learners exist: visual, tactile, verbal and more reserved. We can see it as our responsibility to discover this by knowing them and endeavour to teach them accordingly. This work results in our ability to know our students which leads to a more cohesive, open learning community.

iii Two Truths One Lie – A creative strategy to teach language competencies (writing and speaking)

Two Truths and One Lie is an effective way to help students attempt writing and speaking any language they are learning. In the context of Pakistan, it would be helpful to help students improve their English or any other second language they are learning.

This would be a fun activity in the class which will engage the students to develop their writing and speaking skills.

The process:

This is an individual activity. In order to use this strategy, the teacher should ask the students to write three sentences about themselves or anything that relates to them. They should tell that two of the sentences should be true and the other one a lie. Once everyone writes down the sentences, they should read the statements aloud in class. The rest of the classmates should be asked to guess which statement could be a lie.

iv Rewarding Students for Engagement

Rewarding is one of the effective motivation strategies to engage students in learning activities. Rewards could be anything ranging from simple items such as pencils to costless activities such as offering students extra break time or even a field trip.

A simple example of this strategy could be rewarding students for good performance in a monthly quiz. Ask the class to do well in a monthly quiz and they will be treated with a reward (without even announcing what it could be). Let it be a surprise. If all the students perform well, or even the majority, take them out for sports period or on a field trip to a nearby picnic spot/landmark. It would be even better to give them options to decide.

References

Clear Learning Goals - ESU 4 Strategies. (n.d.). ESU 4 Strategies. Retrieved August 29, 2022, from <https://sites.google.com/a/esu4.net/esu4strategies/all-strategies/clear-learning-goals>

Gantenhammer, D. (2015, November 15). *12 Fun Speaking Games for Language Learners*. Edutopia. Retrieved August 26, 2022, from <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>

Wilcox, L. N. (2018, June 4). *Top 5 Strategies for Motivating Students*. NBPTS. Retrieved August 29, 2022, from <https://www.nbpts.org/blog/top-5-strategies-for-motivating-students/>

Comments

- While STEDA review committee appreciates efforts to prepare interesting and relevant activities for subject coordinators. The committee's concerns are whether the subject coordinators have know-how of the activities and they have capacity to conduct sessions with the teachers.
- It would have been better if these activities were aligned with the training of GTs and SCs.
- Please do highlight whether the sessions will be conducted by GTs and SCs together with teachers which is not coming up clearly from the activity plan.
- Rationalize number of activities viz-a-viz time allocation