

Create the Students of Your Dreams

3 Ways to Empower and Motivate Students



Cara Lee
Portland Community College
Spring Term 2011



“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”

~Parker J. Palmer

The Courage to Teach:
Exploring the Inner Landscape
of a Teacher's Life

3 Ways to Empower and Motivate Students

1. Share what inspires you



2. Give students power with responsibility



3. Be on the students' side in grading



cara.lee@pcc.edu

Portland Community College

Subtle Communication Training

www.caraklee.com 503-347-3966

Inspiration



1. Share What Inspires You

BE INSPIRED to inspire others



Find something that
renews your
inspiration each term

Ways to be Inspired

What do you love about your subject?
Why did you study your subject?

*Pure mathematics is,
in its way, the poetry
of logical ideas.*
~Albert Einstein

Ways to be Inspired

What other passions can you bring into the classroom?



Ways to be Inspired



- If you could teach your students anything about life, what would it be?
- Your subject is the vehicle.

PCC Core Outcomes

- Communication
- Community and Environmental Responsibility
- Critical Thinking and Problem Solving
- Cultural Awareness
- Professional Competence
- Self-Reflection

www.pcc.edu/resources/academic/core-outcomes

“Good teachers possess a capacity for connectedness and are able to weave a complex web of connections between themselves, their subjects, and their students, helping their students weave a world for themselves.”

~Parker J. Palmer

Write 3 things that inspire you about teaching or your subject

- 1.
- 2.
- 3.

2. Give Students Power with Responsibility



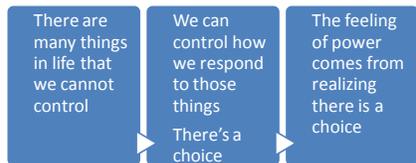
Two sides of the same coin

What is Power?

Personal power is the feeling of being in charge of one's life

- Many of our students come from situations where they have little control and may feel powerless
- This is also true of our culture at large which is reinforced by our language (She made me..., I have to...)

Control vs. Power



How to Give Power to Students

Use the language of choice

- Remind students of the choices they are making (Why did you choose this class?)
- Model your own choices (I am choosing to give this quiz because...)



How to Give Power to Students

Give students meaningful choices
- A meaningful choice does not have a
"consequence"



Four Areas for Potential Decision Making for Learners

Maryellen Weimer writes in
Learner-Centered Teaching: Five Key Changes to Practice
"There are four areas for potential decision making for learners: course activities and assignments, classroom policies, course content, and evaluation activities"
Key #1: Sharing Power

Classroom Policies

- Ask for input rather than setting rules – the whole class is in charge
- Being asked for input helps students to feel empowered and respected
- Use the first day to set the stage and continue throughout the term



Student First Day Input

What do you want from this class?

- Learn and retain the material
- Be prepared for the next class, Be confident
- Have fun
- Respectful and supportive learning environment
- Openness to ask questions
- Distraction free environment
 - No cell phones or texting
 - No side conversations

The Flip Side of Power is Responsibility

- There may be resistance from students to accept their power
- It may be new for them (culture shift from high school)
- Sometimes people don't want to accept their power because it comes with responsibility

Shift the Responsibility for Learning to the Learners

- Remind students that they are in charge of their learning
 - Checking their answers
 - Calculating their grade
 - Checking the syllabus
- Be a learning consultant
- Use formative self-assessment tools

Self Assessment Tools

- Student Goals – beginning of term
- Homework Checklist
- Student midterm self-assessment

Anderson Conference handouts available
at www.pcc.edu/resources/tlc

Power and Responsibility



Ideas and Sharing

How do you or how would you like to
transfer power and responsibility to
your learners?

3. Be on the Students' Side in Grading



Does Grading Feel Like This?



Why be on the Students' Side in Grading?

Eliminate the adversarial relationship
between teacher and students

AND

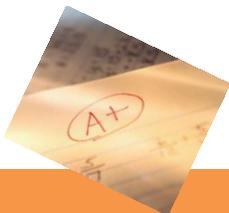
Keep your high standards of performance

Be the Game Show Host



How to Show You are on the Same Side

- Separate the grade from the person
- Know the students' goals in order to set reasonable expectations



How to Show You are on the Same Side

- Use clear criteria and models to be transparent
- Explain why the criteria is important
- Use descriptive feedback
- Tell students often that you want them to do well
- I wish.. (I wish I could accept your homework late but I need to stick to the policy on the syllabus)

Syllabus Grading Statement

Grading Philosophy: Learning is much more important than grading. I am always on your side in grading and I want you to succeed. A score is just a measure of the skills you have demonstrated.

I will do my best to provide honest feedback on your work with the intention of helping you learn. I grade according to math department guidelines and it is my responsibility to make sure that grades are accurately reflective of student work.

Discussion Questions

1. How do you (or would you) show you are on the Students' side?

Or

2. How do you use formative assessment? (assessment for learning rather than assessment of learning)

Or

3. Something else of your choice

3 Ways to Empower and Motivate Students

1. Share what inspires you



2. Give students power with responsibility



3. Be on the students' side in grading



“The connections made by good teachers are held not in their methods but in their **hearts** — the place where intellect, emotion, spirit, and will converge in the human self — supported by the community that emerges among us when we choose to live **authentic lives.**” ~Parker J. Palmer

Math 20
Student Goals [5 points]

Name: _____

Reflect on each question and fill in the blanks. Use paragraph form with complete sentences for questions 1 and 2. Full credit is given for thoughtful, honest and complete responses. If there is anything you wish to add feel free to attach another sheet.



1. My goals for Math 20 are...

2. The grade I want to earn in this class is _____ because...

3. I plan to use these forms of study outside of class for Math 20:
(These hours should add up to 8)

Self Study:	_____	hours/week
Partner/Study Groups:	_____	hours/week
Learning Center:	_____	hours/week
Instructor Office Hours:	_____	hours/week
Private Tutoring:	_____	hours/week
Other:	_____	hours/week

Specify other:

4. Study time: 8 hours per week are recommended for Math 20. Indicate which hours you will be studying. You are welcome to add in other classes and your work schedule, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
12am							
1am							
2am							
3am							
4am							
5am							

Math 20
Midterm Self-Assessment [5 points]

Name: _____

Reflect on each question and fill in the blanks. Use paragraph form with complete sentences for questions 1 and 5. Full credit is given for thoughtful, honest and complete responses.



1. My goals for Math 20 are...

2. My grade going into midterm 2 is _____ / _____ or _____%.

Current letter grade is: _____.

3. I am studying _____ hours per week for Math 20 compared to the 8 hours per week recommended.

I have attended _____ out of _____ classes so far this term.
(use fractions or decimals if necessary)

When in attendance, I am on time, focused, engaged and participating in class _____% of the time.

4. I use these forms of study outside of class for Math 20:
(These hours should roughly add up to the number of hours in question 3)

Self Study _____ hours/week
Partner/Study Groups _____ hours/week
Learning Center _____ hours/week
Instructor Office Hours _____ hours/week
Private Tutoring _____ hours/week
Other _____ hours/week

Specify other:

5. I am currently on track not on track to meet my goals for
Math 20.

(circle one)

My plan for the rest of the term is...

References and Resources

Cara's PCC Website for Syllabus and other files: www.pcc.edu/staff/cara.lee

Cara's Blog for articles on Energy and Empowerment: www.caraklee.com/blog

Faber, Adele and Mazlish, Elaine. (1980). *How to Talk So Kids Will Listen & Listen so Kids Will Talk*. New York, NY: HarperCollins Publishers, Inc.

Kohn, Alfie. (1999). *From Degrading to De-Grading*, High School Magazine.

Kohn, Alfie. (1999). *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Mariner Books.

www.alfiekohn.com

Palmer, Parker J. (2007). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass Inc., Publishers.

Weimer, Maryellen. (2002). *Learner Centered Teaching: Five Keys Changes to Practice*. San Francisco, CA: Jossey-Bass Inc., Publishers.