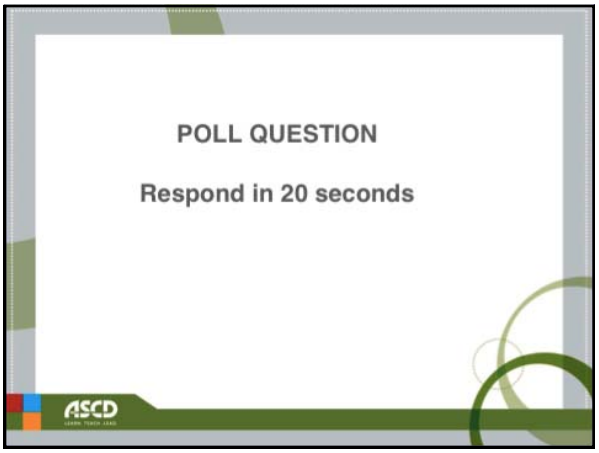
Goals for This Presentation

Investigate and Apply Research-Compatible Strategies to:

- **Motivate attentive focus & memory with curiosity & prediction**
- **Motivate sustained interest with achievable challenge and incremental progress**
- **Increase motivation with personalization and participation**



Poll Results

Motivate
with curiosity and prediction

Predict: What Challenge that reduces motivation and is common to most educators and students could be represented by the following three photos?

OVERPACKED CURRICULUM

When students make a prediction they are motivated by the NEED to know if their prediction is correct.

Let's see if your Curiosity & Prediction Motivates Your Sustained Interest

Would you rather have one cent doubled everyday for 30 days or $100,000.00 ?

Bonus Challenge: Predict (not for poll entry) the amount you'd have if you received one cent doubled everyday for 30 days

Curiosity & Prediction Motivates Sustained Interest

Are You Curious about the Answer?

The answer is One Cent because doubling one cent for a month would give you $5,368,709.12

Are you curious to see why?

Day 1: $.01	Day 17: $655.36
Day 2: $.02	Day 18: $1,310.72
Day 3: $.04	Day 19: $2,621.44
Day 4: $.08	Day 20: $5,242.88
Day 5: $.16	Day 21: $10,485.76
Day 6: $.32	Day 22: $20,971.52
Day 7: $.64	Day 23: $41,943.04
Day 8: $1.28	Day 24: $83,386.08
Day 9: $2.56	Day 25: $167,772.16
Day 10: $5.12	Day 26: $335,544.32
Day 11: $10.24	Day 27: $671,088.64
Day 12: $20.48	Day 28: $1,342,177.28
Day 13: $40.96	Day 29: $2,684,354.56
Day 14: $81.92	
Day 15: $163.84	**Day 30: $5,368,709.12**
Day 16: $327.68	

For Motivation

Just Follow the
Computer Game Model

The Video Game PULL of Achievable Challenge to Desired Goal

He's so close to Level 10 to even care about going for pizza

Like video games,

achievable challenge
with incremental progress
is motivating

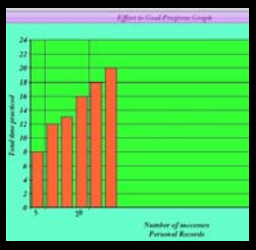
Achievable Challenge to Reach Goals

- Evaluate students' levels of achievable challenge (ZPD)
- Challenge level where they believe their effort worthwhile because success is possible (with your scaffolding or other support if needed)

Guide students to recognize effort-to-progress correlation

Awareness of making incremental progress

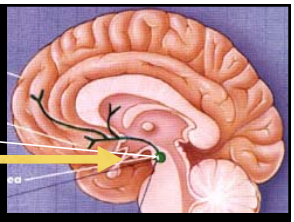
Goal Progress Tracking: Students see the connection between their work & practice and their progress www.onlinecharttool.com



Effort=Progress to Goal

Dopamine is a brain chemical that promotes feelings of pleasure or satisfaction

Nucleus Accumbens
Dopamine Reward-Center



Dopamine release to PFC increases from intrinsic reward of correct response

Dopamine release to PFC drops with error recognition

For the dopamine-pleasure feedback to work you must provide corrective feedback in about 1 minute

Personalization for MOTIVATION

Goal Motivation

- Student knowledge of specific goals from the start
- Student's formulate personal goals that correlate with academic goals

Facilitate Motivation

- **Collaborate on mutual goals**
- **Support with resources, rubrics, guidance, formative assessment**
- **Encouragement: Help students recognize and acknowledge their incremental progress**

Personalization

The "So What" Factor

Students need to value the information so they…

Want to Learn what you Have to Teach

PERSONALLY MEANINGFUL PRIMING FOR EXPECTATION OF POSITIVE EXPERIENCE

PERSONALIZE A PERSON OR PLACE CONNECTED TO THE UNIT

Book author anecdote about Charlie

Charles Dickens
Oliver Twist

Personal Relevance

- Update Lessons with Here-Me-Now
- Connect to current events
- Relate to students' interests to keep lessons relevant at a personal level

For students to Remain Motivated, Attentive, and for the Dopamine-Reward Response to work

Students Must PARTICIPATE

Increase Participation to Reduce the Stress of Boredom or Frustration

How can you have all students respond, without raising their anxiety?

ONLY THE PERSON WHO THINKS, LEARNS

Instead of having students raise their hands to respond to questions....

Have students respond to your questions using individual whiteboards

SUMMARY:

Overpacked Curriculum and Teaching to the Test results in low personalization and little opportunity to recognize incremental progress toward personally meaningful goals.

Motivate

- Personal Relevance for student engagement
- Teacher knowledge and enthusiasm for subject
- Achievable Challenge to Desirable Goals
- Positive Mindset when students recognize the incremental progress from effort relationship (effort-achievement graphs)
- Brain Owner's Manual especially Neuroplasticity

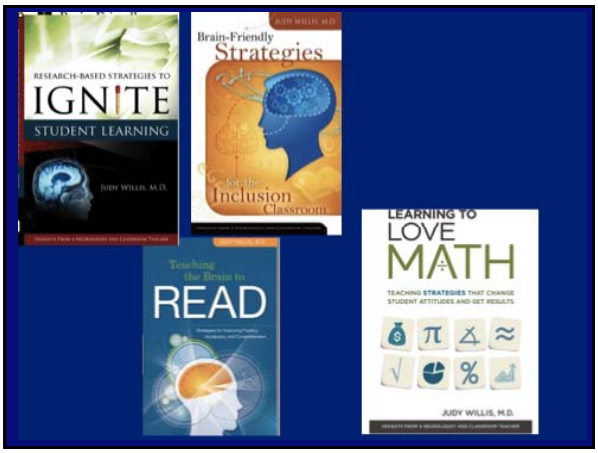
Evidence of Motivated, Active Learning

- **Observing and noticing with focused attention**
- **Discovering, thinking, questioning**
- **Engaged, motivated, interested = self-propelled learners**

- ✶ Behavior management improves overall because motivated focus is sustained by curiosity and personal meaning
- ✶ Long-term memory increases due to memorable engagement
- ✶ Information becomes more than a school subject isolated from students' lives and becomes conceptual and transferable

MY WEBSITE FOR ACCESS TO ARTICLES I'VE WRITTEN, BOOK CHAPTERS, AND TO MY EMAIL

www.RADTeach.com



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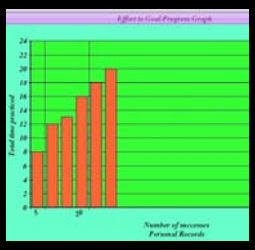

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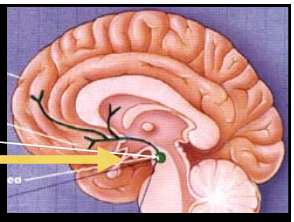

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After the webinar: **Ask Dr. Judy**, Share Ideas, Brainstorm With Other Professional Educators on the ASCD Edge Discussion Group:

How the Brain Learns

http://edge.ascd.org/_How-the-Brain-Learns/group/110564/127586.html

I'll look for questions or comments, especially those tagged in the title with ***"Ask Dr Judy Question"*** that I'll often respond to on the website and/or in an upcoming Webinar.