



Professional Development Institute

Flex Course Syllabus

Motivating and Engaging Middle and High School Students (6-12)

PDI Course Number: 107T02

UCSD Course Number: EDUC40177

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do you often struggle to get through to your students? No matter what you do and no matter how many different strategies you try, some students remain aloof and disinterested in the learning process. The fact of the matter is that both engagement and motivation are precursors to student success, but for a variety of different reasons, both tend to drop as students get older. This online course is designed for teachers in grades 6-12 who want to light that internal fire and re-ignite interest so that their students are intrinsically motivated to learn and engage. Teachers will learn about the basic framework of motivation as well as the science behind student motivation and engagement. Teachers will learn specific techniques for increasing motivation by creating a learner-centered classroom that allows students some appropriate voice and choice as well as allows them to set realistic goals they can achieve. Other suggestions for increasing engagement will be explored such as ways to make learning more meaningful. Classroom management issues will be addressed including the importance of teaching and supporting social and emotional skills. Finally, teachers will gain strategies for moving from student engagement to student empowerment, so they feel they have control over their own learning. By the end of this course, teachers will have solid strategies for increasing the engagement and motivation of their middle and high school students.

Educational Outcomes

1. Teachers will learn the basics of both growth and benefit mindset.
2. Teachers will understand how metacognition, motivation, and student engagement are all related and be given specific strategies for incorporating same into their daily practice.
3. Teachers will understand the basic framework of motivation, including how Maslow's hierarchy of needs drives motivation.
4. Teachers will understand the different types of motivation, including similarities, difference, and what drives student motivation.
5. Teachers will understand why student motivation and engagement are so important to learning.
6. Teachers will learn specific strategies for capturing their students' attention.
7. Teachers will learn about the basic science behind motivation theory and how brain research leads to specific teaching implications.
8. Teachers will be introduced to an overview of how multiple intelligences are related to student motivation and engagement.
9. Teachers will understand the basics of right vs. left-brain research and how this may affect their students.
10. Teachers will learn that all human behavior is motivated by something and will understand the forces that drive that motivation.
11. Teachers will be given specific strategies for addressing different types of students, including those who are gregarious, autonomous, status-driven, inquisitive, aggressive, power-driven, recognition-driven, and affiliation-driven.
12. Teachers will understand the role that social status plays at school and why it is important to students' motivation.
13. Teachers will learn what rigor is and how it relates to motivation and student engagement.
14. Teachers will learn about the common characteristics of a learner-centered classroom and be introduced to some specific strategies for incorporating same into their classrooms in an effort to spur motivation and engagement.
15. Teachers will learn specific strategies for motivating and engaging their students through differentiation.
16. Teachers will learn about the three basic principles of Universal Design for Learning and how backwards planning helps motivate and engage students.
17. Teachers will understand what voice and choice is and how that can be parlayed into a motivating and engaging classroom.
18. Teachers will learn how decisions are made and what they as educators can do to help students make good choices.
19. Teachers will have a basic understanding of goal orientation theory and how students can put that theory into practice in terms of setting personal goals.
20. Teachers will learn specific active learning strategies for motivating and engaging their students.
21. Teachers will understand that relevancy is the key to making learning meaningful and they will learn specific strategies for incorporating relevancy into their lessons.
22. Teachers will learn the five key competencies of social and emotional learning, including why these skills are important to both motivation and engagement.

23. Teachers will learn specific strategies for creating and implementing a positive classroom climate within their own classrooms.
24. Teachers will understand that student motivation and engagement are inextricably linked to classroom management.
25. Teachers will learn specific strategies for approaching classroom management and discipline as a means to maintain and/or increase student engagement and motivation.
26. Teachers will learn specific strategies for moving students from engagement to empowerment.
27. Teachers will learn how to effectively engage students with limited resources.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Classroom Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Mindset of Motivation
- The Basic Framework of Motivation
- Why Student Motivation and Engagement Matter
- **Assignment #1**

Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying motivational and student engagement strategies in your classroom. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- The Science of Motivation
- Building a Unique Motivation Profile
- The Importance of Social Status at School
- **Assignment #2**

As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- Rigor: It's NOT a Four-Letter Word
- Creating a Learner-Centered Classroom
- Motivating and Engaging Students through Differentiation
- **Assignment #3**

Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively motivating and engaging your students in grades 6-12 and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom

- **Test #3**

Unit Four

- The Purpose and Power of Voice and Choice
- Helping Students Make Good Choices
- Goal Setting
- **Test #4**

Unit Five

- Strategies that Promote Student Engagement
- Making Learning Meaningful

- The Importance of Social and Emotional Skills
- **Test #5**

Unit Six

- The Importance of Classroom Management
- Moving from Engagement to Empowerment
- Engaging Students with Limited Resources
- **Assignment #4**

Review each of the five scenarios listed in Assignment 4. Each is representative of an unmotivated student at the 6-12 level. After reading through each scenario, using what you have learned in this course, write a response for how you would handle each situation. Each response should consist of a minimum of eight-to-ten sentences. Each response should address what the problem is and what you, as the teacher can do to resolve the issue so that the fictional students are more motivated, engaged, and empowered in their learning.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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