ADDITIONAL RESOURCES

The Motivation Equation
Designing Motivation into Student Learning

Workshop, School Administrators of Iowa Conference
Des Moines, Iowa • August 6, 2014
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Co-Founder, What Kids Can Do, Inc. (WKCD.org)
Author, The Motivation Equation (MotivationEquation.org)
and Fires in the Mind: What Kids Can Tell Us About Motivation & Mastery
Additional resources at www.HowYouthLearn.org
The Motivation Equation Presentation Protocol
for use in lesson study by collegial groups

Guidelines for teacher presentations

- Describe a learning episode (unit, project, etc.) that really worked for students.
- What were the learning targets of that episode? (Link with any applicable standards.)
- Identify the essential question or culminating task of that learning episode.
- To answer that essential question or complete that culminating task in a way that met your standards, what did your students need to know and be able to do?
- What helped your students connect this learning challenge with something they already valued or that mattered to them?
- How did you support students’ expectation that they could succeed in the learning challenges you presented?
- What opportunities and activities did you provide as support for their new learning?
- What did you have to know about your students in order to draw them in to this learning challenge? In order to keep them going?
- In what ways did you ask students to reflect on their learning? (E.g., journals, self-assessments, comments, reflections regarding their motivation, their practice, their mastery)
- What evidence do you have that students did learn what you wanted them to learn?

Big questions to explore after every presentation

- For this learning episode, what are the big issues a teacher struggles with, relative to motivation and mastery?
- What connections can we make between those issues and emerging research on the “science of learning”?
- How do this teacher’s practices add to the students’ experience of value and expectation of success in this learning episode?

REFLECTION: Do you see possibilities for trying out a protocol like this with your own colleagues? Make some notes on your thoughts about what would work well and what might pose challenges.
Participant Journal

Student Questionnaire for Investigating Motivation

About your activities and interests:

What do you do after school? __________________________________________________________

What would you like to do after school? __________________________________________________

What are some other things you really enjoy doing? _______________________________________

About the way you learn:

Do you like this subject? Why or why not? _______________________________________________

What would you really like to learn about in this class? ___________________________________

How much homework do you expect? ____________________________________________________

Describe the way you learn things best. _________________________________________________

How do you feel about working in groups? _______________________________________________

Is there anything that makes this class especially hard for you? ______________________________

Can you think of a way I could help you with this? _______________________________________

Who would you like me to tell when you do something especially well? _______________________

Is there anything else about you that you would like me to know? ___________________________

Cushman, The Motivation Equation: Designing Motivation into Student & Teacher Learning
Resources from What Kids Can Do (WKCD)

ONLINE PROFESSIONAL DEVELOPMENT

Building Student Motivation. This EduPlanet21 Learning Pathway by Kathleen Cushman is designed for use by cohorts or individual teachers. In-depth case studies of curriculum planning and instruction by middle and high school teachers in different subject areas provide a robust basis for analysis and planning with student motivation in mind. Commentary by teachers and their students as well as by learning scientists from the NSF Science of Learning Center at the University of California, San Diego; real-time facilitation, aligned with the Danielson Framework for Teaching. For the free introductory module, go to http://bit.ly/building-student-motivation

VIDEOS

How Youth Learn: A NED Talk. In this fast and funny six-minute animation, an adolescent brain named Ned Cephalus brings to life his “Gr8 8” conditions, which science has proved to support learning for youth (and you!). Go to http://bit.ly.NEDtalk


Case Studies in Practice. Middle and high school students tell how they gained proficiency in reading, math, engineering, debate, media technology, and ballroom dance in these six videos (each about 5 minutes long). Bonus video: Middle schoolers speak about their social-emotional learning. Go to http://firesinthemind.org/videos/

BOOKS

The Motivation Equation: Designing Lessons that Set Kids’ Minds on Fire (2013), by Kathleen Cushman. This “enhanced e-book” links text to audio, video, and scholarly research to create a lively conversation with teachers, students, and learning scientists on the subject of planning for student motivation. Discussion prompts make it a great study-group book for teachers. Print edition also available. Go to www.HowYouthLearn.org/educator_resources

Fires in the Mind: What Kids Can Tell Us About Motivation and Mastery, by Kathleen Cushman. Adolescents describe what fuels their interest and effort, bringing alive the research on developing
Participant Journal

mastery both in and out of school. “Smart and thoughtful and brimming with good advice” (Mike Rose).
Go to http://FiresInTheMind.org.

WEBSITES

What Kids Can Do (WKCD). Abundant and up-to-date stories, resources, and exemplars document the “powerful learning with public purpose” that results when youth and adults create partnerships in the classroom and beyond. Go to www.WhatKidsCanDo.org

How Youth Learn. Brings together research and resources for teachers with an emphasis on adolescent development, social and emotional learning, the science of learning, and adolescent learning. www.HowYouthLearn.org.

Questions? Contact kathleencushman@mac.com

WKCD materials herein were made possible with generous support from MetLife Foundation, Nellie Mae Education Foundation, and the NoVo Foundation.

Academic Research That Connects to This Workshop

If you’ve come this far, you have already encountered many examples of how the teaching that most excites students also mirrors what recent research in the learning sciences has discovered. However, as I pored over that academic research while preparing The Motivation Equation, I was continually surprised and delighted that the opposite also holds true. Though the prose in these academic sources necessarily follows the daunting conventions of scientific writing, it nonetheless evoked countless images and echoes of the students and teachers whose voices fill this book. The scholarly readings below also contributed to our understanding of how science bears out what good teachers do with students and the messages they bring lend sturdy support to our view of how youth (and you!) learn.


Gasper, K., & Clore, G. L. (2000). Do you have to pay attention to your feelings in order to be influenced by them? *Personality and Social Psychology Bulletin, 26*, 698–711.


