How to Motivate and Engage Your Students

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The WHY

Motivation → Engagement → Retention
The Problem

• Students *can’t, don’t, or won’t*
  – Prepare for class
  – Take notes
  – Sit through lecture
  – Do homework
  – Study
  – Engage in class
Who?

• Traditional learners come straight from high school with a goal

• Adult Learners
  – Specific purpose that brings them to the learning environment
  – Information is more relevant if it is related to life experience or purpose that has brought them to this area in life
  – Clearly-defined GOALS drive them to the finish line
  – Achievement when they complete the course or degree
# Generations

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td>Not Tech Savvy</td>
<td>Digital Native</td>
<td>Internet on the GO</td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td>Listening to the future</td>
<td>Social Media Pioneers</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Dependent on Educator</td>
<td>Learn in groups, seek innovation</td>
<td>Learn independently, then in groups</td>
</tr>
<tr>
<td><strong>Finances</strong></td>
<td>Earns the most and has the most debt</td>
<td>Prosperity and brand loyalty</td>
<td>Frugal but convenient</td>
</tr>
<tr>
<td><strong>Multicultural</strong></td>
<td>Diversity</td>
<td></td>
<td>Inclusivity</td>
</tr>
<tr>
<td><strong>Work Ethic</strong></td>
<td>Balanced</td>
<td>Work Life Balance / Exploration</td>
<td>Career Oriented / Focused and Stable</td>
</tr>
</tbody>
</table>
Engage the Class

- **Increased** class attendance
- **Increased** student enthusiasm
- **Increased** students coming to office hours
- **Increased** communication
- **Increased** student engagement
- **A lot more fun!!!!!!**
Student Benefits

Students learn more deeply.

Students are more active participants in learning.

Interaction increases and students learn from one another.

Instructors and students get more feedback.
Student Benefits

• Higher quality of student engagement / learning
• Looking forward to coming to class
• Improved mastery and retention of material
• Increased confidence
• Personalized learning
• Increase in academic grading
Faculty Benefits

• More interactivity
• More discussion
• More collaboration
• More focused and prepared students
• More facilitation
Flip that frown upside down
Comparison

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Before the Flip)</td>
<td>(After the Flip)</td>
</tr>
<tr>
<td>BEFORE CLASS</td>
<td>BEFORE CLASS</td>
</tr>
<tr>
<td>Students read over materials</td>
<td>Students complete interactive learning module</td>
</tr>
<tr>
<td>DURING CLASS</td>
<td>DURING CLASS</td>
</tr>
<tr>
<td>Students listen to a lecture</td>
<td>Students practice applying key concepts with feedback</td>
</tr>
<tr>
<td>AFTER CLASS</td>
<td>AFTER CLASS</td>
</tr>
<tr>
<td>Students attempt the homework</td>
<td>Students check understanding and extend learning to more complex tasks</td>
</tr>
</tbody>
</table>
• Figure out where “flipping” makes the most sense for your course

  – Which topics within a unit would be better served if students were given the opportunities during class to actively apply their knowledge and skills?

  – What learning outcomes need to be refined or introduced to target higher order use of knowledge and skills?
• **Look** for in-class activities requiring students to apply what they are learning

  - What activities have you developed that are currently rushed through during class due to time constraints?

  - What homework questions could be tackled during class?

  - What activity could be designed that would appropriately challenge students to apply concepts and engage them in the types of thinking common in surgical technology?
• **Identify** the content students will engage to prepare for class

  – What existing resources would supply students with the information needed and how would you check their understanding?

  – What essential content do students need to acquire before class that would be best served by producing your own videos [3-5 segments lasting 3-5 minutes each]?
• **Prepare** students for the unique roles everyone will have during class
  
  – What expectations and procedures need to be communicated to students regarding how they prepare for class and engage during class?

  – What additional tools or techniques would help you in your role as a “cognitive coach” where you develop and challenge students to engage in ways of thinking within your field?
Spend Class Time

• There are a wide variety of evidence-based instructional approaches that create engaging class environments, with collaboration and problem solving in small and large classes
  – Peer Instruction
  – Team-based Learning (TBL)
  – Case-based Learning
  – Process-oriented Guided Inquiry Learning: POGIL
High Tech / Low Tech

**High Tech**
- Videos
- Online materials
- Clickers

**Low Tech**
- Group Discussions
- Live Presentations
- Written Exercises
Videos

• Premade
  – YouTube.com
  – Vimeo.com
  – Kahn Academy.com
  – TED-ed.com

• Make you Own … The inexpensive route
  – A computer, Smartphone camera, Simple inexpensive microphone, & Free or low-cost online software and apps
    • Screencast-o-matic
    • TED-ed.com
    • Educreations.com (White Board)
Podcast

*Sometimes all you need is a little audio*

- Audacity.com
- Audioboo.fm
- Vocaroo.com
- Podomatic.com
- iTunes
- Garage Band
Online Polling

- Clickers
- Polleverywhere.com
- Polldaddy.com
- Socrative.com
- Todaysmeet.com
Online Discussions

- Your LMS should have one, but also try…
  - Voicethread.com
  - Padlet.com
  - En.linoit.com
  - Realtimeboard.com
  - Pinside (http://pinsi.de)
In-Class Activity

• In Class Polling
• Role Playing (Mini Lab)
• Panel Discussions or Presentations
• Think / Pair / Share
• The Fish Bowl
• Question and Answer Pairs
• Roundtable
• Corners
• 3-2-1 Format
• Jigsaw Activity
After Class

• Students check understanding and extend learning to more complex tasks
  – Reflective Discussion Board
  – Exam Essay Questions
  – Quantitative Assessments
But what about a lab?
## Before Lab

<table>
<thead>
<tr>
<th>Old (Before Flip)</th>
<th>New (After Flip)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s) prepared lab</td>
<td>Students watch demonstration videos</td>
</tr>
<tr>
<td>Instructor(s) prepared demonstrations</td>
<td></td>
</tr>
</tbody>
</table>
### Beginning of Lab

<table>
<thead>
<tr>
<th>Old (Before Flip)</th>
<th>New (After Flip)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have limited idea of what to expect.</td>
<td>Students have specific questions in mind to guide the learning.</td>
</tr>
<tr>
<td>Instructor makes general assumption about what is helpful.</td>
<td>Instructor knows what is helpful</td>
</tr>
<tr>
<td>Instructor begins demonstrations</td>
<td>Students begin tasks</td>
</tr>
</tbody>
</table>
## During Lab

<table>
<thead>
<tr>
<th>Old (Before Flip)</th>
<th>New (After Flip)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get overwhelmed</td>
<td>Students are practicing but are quicker to complete</td>
</tr>
<tr>
<td>Students try to stay on task</td>
<td>Students are on task</td>
</tr>
<tr>
<td>Students are asking repetitive information</td>
<td>Student questions are focused and not repetitive</td>
</tr>
<tr>
<td>Instructor tries to get through all the material</td>
<td>Time for everything</td>
</tr>
<tr>
<td>Instructor is leading</td>
<td>Student is leading</td>
</tr>
</tbody>
</table>
## After Lab

<table>
<thead>
<tr>
<th>Old (Before Flip)</th>
<th>New (After Flip)</th>
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</thead>
<tbody>
<tr>
<td>Students leave with more questions</td>
<td>Students can go home and review the video</td>
</tr>
<tr>
<td>Instructor assumes student understanding</td>
<td>Instructor has better idea of student understanding</td>
</tr>
</tbody>
</table>
Other Techniques

- Student-created pre-lab videos
- Small group summaries
- Students record their analysis/conclusions
Implementation

- Just one lesson
- Just one chapter
- Occasionally
- Every class

Start slow and test