



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	The Why's and How's of Student Motivation
Course Number	OL 5500
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

As educators, we are faced with a profound question: how can we motivate our students to learn? In this course, you will delve into theories and practices that can help us develop a deeper understanding of student motivation and how to foster it. Apply Maslow's Hierarchy of Needs and Self-Determination Theory to design lessons that meet the unique needs of each student. Explore a variety of frameworks and strategies such as student-centered learning, growth mindsets, and gamification that can set students up for success. By the end of this course, you will have gained a holistic view of student motivation and the research-based strategies that can help you unlock your students' full potential. Whether you are a seasoned educator or just starting your teaching journey, this course will equip you with the tools you need to light the fire of motivation in your students!

Course Objectives:

As a result of participation in this course, you will:

1. Use prompts about student motivation to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Understand foundational information about student learning and motivation.
3. Explore learning frameworks and theories supporting student needs.
4. Review engagement frameworks to boost student engagement.
5. Investigate and implement strategies to impact student motivation.
6. Apply learning about relationship-building to bolster student motivation and engagement.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Eckert, J. (2023). *Just Teaching: Feedback, Engagement, and Well-Being for Each Student*. Corwin Press.

Farley, S. (2023). *Joyful Learning: Tools to Infuse Your 6-12 Classroom with Meaning, Relevance, and Fun*. Taylor & Francis Limited.

Ferlazzo, L. (2023). *The Student Motivation Handbook: 50 Ways to Boost an Intrinsic Desire to Learn*. Taylor & Francis Group.

All coursework is to be completed in the Teaching Channel online environment.

- McKenna, J. (2023). *What STEM Can Do for Your Classroom: Improving Student Problem Solving, Collaboration, and Engagement, Grades K-6*. SOLUTION TREE.
- Porosoff, L. (2023). *Teach for Authentic Engagement*. ASCD.
- Ripp, P. (2023). *Passionate Learners: How to Engage and Empower Your Students*. Routledge.
- Seli, H. (2023). *Motivation and Learning Strategies for College Success: College Success a Focus on Self-regulated Learning*. Routledge.
- Steinmayr, R., Weidinger, A. F., & Schwinger, M. (2019, July 11). *The Importance of Students' Motivation for Their Academic Achievement – Replicating and Extending Previous Findings*. Frontiers. Retrieved May 3, 2023, from <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01730/full>
- Stuart, D. (2023). *The Will to Learn: Cultivating Student Motivation Without Losing Your Own*. Corwin Press.
- Weinstein, J., & Porosoff, L. (2022). *Empower Moves for Social-emotional Learning: Tools and Strategies to Evoke Student Values*. Solution Tree Press.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about motivation and student learning.
2. Summarize your previous knowledge or experience with student motivation.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Application: The Basics of Motivation

Motivation is a multifaceted issue, involving biological, emotional, social, and cognitive factors unique to each student. How a student is influenced, along with relationships with teachers and peers, can contribute to developing a sense of agency and motivation. Maslow's Hierarchy of Needs is commonly used as an illustration of human needs, which must be addressed in order to target strategies to increase engagement and motivation. Self-Determination Theory holds that the need for growth drives motivation. Both theories support what we know about motivation for our learners. No single approach can unlock motivation for all learners. Understanding the development of motivation can help educators create an environment conducive to student motivation.

To begin, please watch this video from Dave Stuart, Jr. focusing on why we need to care about student motivation.

Student Motivation: the Holy Grail of Teaching! Please read the resources below to build your knowledge about motivation.

- "What is Motivation?" from Very Well Mind, and "Does Your Child Lack Motivation?" from the Child Mind Institute provide the nuts and bolts of motivation.
- Review Charlotte Nickerson's article, "The Differences Between Extrinsic and Intrinsic Motivation," and "Motivating Students," from Teach.com for helpful information about student motivation.
- To learn more about willpower and its relationship to motivation, read, "Harnessing Willpower to Meet Educational Goals," from American Psychological Association and "4 Surprising Facts About Willpower," by Cheryl Whitten.
- Happy brain chemistry helps motivation, too! Learn more in the following article from Mind, Body, Green.

Now, develop a 30 minute or more activity to teach the basics of motivation to your students or colleagues. Be sure to include the following:

- Objective
- Step by step procedure for the activity
- Audience and why you chose them
- Plan for implementation (when, how)

Please submit your activity plan with your Module coursework. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Theories of Motivation

In this application, we will focus on two specific frameworks for motivation:

- Maslow's hierarchy of needs and
- Self-determination theory

To learn about Maslow's Hierarchy of Needs, read, "Maslow's Hierarchy of Needs and Its Application in Education," by Marc Anthony Llego, and "Maslow Before Bloom: Putting Hearts Before Their Heads," from TeachSimple.

To learn more about Self-Determination Theory, review the quotes and resources below:

- *Students are motivated to learn when they feel competent, supported, and autonomous* (Svinicki, 2016).

All coursework is to be completed in the Teaching Channel online environment.

- *Students experience competence when challenged, supported when they feel others are listening, and autonomous when they are encouraged to take initiative (American Psychological Association, 2004).*
- Read, "What is Self-Determination Theory?" by Kendra Cherry, and review the graphic below.

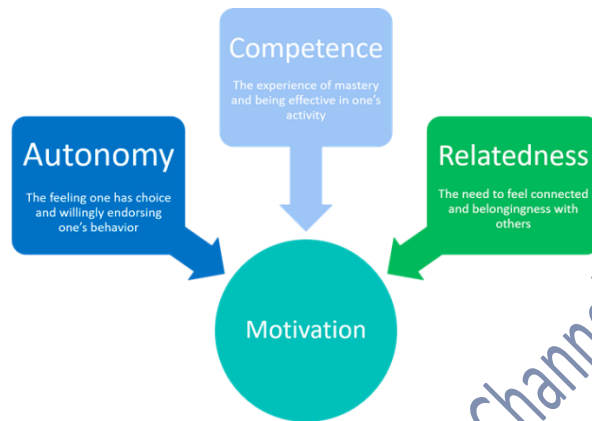


Image from the University of Rochester Medical Center

Now, share your new understanding of Maslow and Self-Determination theories, and how they apply to your students' motivation. Consider new insights, shifts in thinking, as well as ideas that challenge you.

Next, select 2 quotes or sections that stood out to you in the resources and write your thoughts (insights, connections, questions, etc.) in one paragraph or more per quote or section.

Please submit your 2 paragraphs with your Module submission, including a brief citation of the resources where you found the quote or section. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

Be sure to check out this [list of strategies focusing on Self-Determination Theory!](#)

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

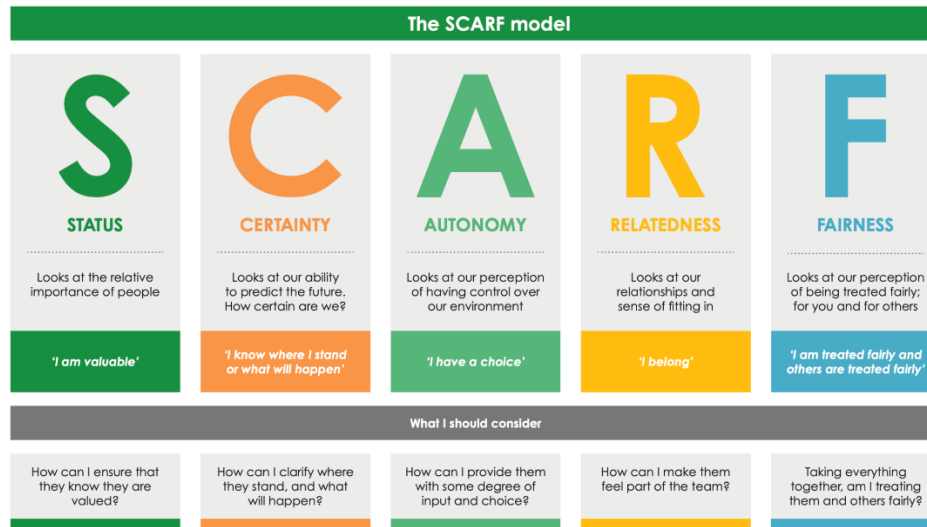
2. Application: Engagement Framework

Some of the best ideas about motivation come from applying known psychology to the business world. In this Module, you'll learn about the SCARF and ARCS models, and how you can set students up for success within your instruction by understanding student needs for relevance, autonomy, relatedness, attention, and fairness in learning.

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After reviewing these strategies and models, you'll be able to draw from your wealth of experience and knowledge to engage students at a new level with their learning.

We'll begin with the SCARF model for engagement. Steeped in neuroscience, this model relates back to Maslow in the last Module. Please review the image below.



David Rock, NeuroLeadership Journal, 1, December 2008, 44



Please read the resources below:

- The NAIS View EDU podcast, [Episode 18: Applying Neuroscience to Designing Inclusive Schools](#) discusses the idea of SCARF. In the transcript, read through [the section on SCARF](#).
- ["SCARF Classroom Environment Planning Tools,"](#) from Gateway Impact/Gateway Public Schools provides free resources for this model!
- Explore the National Equity Project's [Classroom Examples of SCARF](#)

Next up: the ARCS model (above). Please review the above image, and the articles below:

- ["How to Motivate Learners with the ARCS Model,"](#) from OER provides an overview of the ARCS model in action
- ["A Powerful Strategy for Fostering Student Motivation,"](#) by Jenny Gieras of Edutopia, discusses implementation.

You've learned about the SCARF and ARCS frameworks for designing learning experiences that will motivate your students.

Consider whether you would use SCARF, ARCS, or a model of your own to design your students' learning experiences. Then, create a one page informational document highlighting the model you would choose to follow (even if it's your own!), to share this approach with teachers and/or colleagues.

All coursework is to be completed in the Teaching Channel online environment.

Your one page informational document (Word/Google Docs, Slides (3-5 slides), Padlet, etc.)

Your creation should be visually appealing and we encourage you to use any creative digital tools like Canva, Smore, or Genially.

Include the following in your artifact:

- Rationale for choosing the model you did
- Definition/explanation of the model
- Practical and applicable information to help others understand and/or use the model of your choice

Please submit your information sheet with your Module coursework.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

3. Application: Strategies

Time for some strategies to assist your students in developing a motivational mindset toward learning like student-centered learning, growth mindsets, and gamification. Please read the resources below in preparation for your applications in this Module.

- Read, "Flow, Motivation, and Learning," by Dr. Kristen Betts to learn more about Mihaly Csikszentmihalyi's theory of "Flow."
- "8 Questions that Support Student Participation and Motivation," from Brookes Education Blog for ideas to implement!
- "Identifying Teaching Behaviors that Foster Growth Mindset Classroom Cultures," by Kathryn Kroeper, PhD discusses connecting growth mindsets to motivation for students.

Watch the following video for a boost!

Please read the resources below about even more strategies you can use to motivate your students! Be sure to bookmark anything you'd like to return to at a later time.

- Student-Centered Learning can have big impact for student motivation. Read Jenn Breisacher's, "Benefits of Student-Centered Learning," for an overview of this strategy.
- Read more at "To Increase Student Engagement, Focus on Motivation," by Nina Parrish, along with Dr. Catlin Tucker's blog post on Authentic Audience.
- "Using Success Criteria to Spark Motivation in Students," from Teaching Channel
- Audrey Kittredge shares, "How Can Gamification Help Children Learn?" explaining how games work to boost learning.
- Then, review, "10 Benefits of Classroom Games for Kids (and Teachers too)," by Jeanne Sagar, discussing the motivation that comes from learning while playing a game.

After reading about different strategies to improve student motivation, select one strategy you would like to implement in your classroom, or improve in your practice. For the strategy, in a total of 2 paragraphs or more, explain your rationale for choosing the strategy, and why you selected it

- If you choose to implement a new strategy, describe why you think it will improve student motivation.

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- If you choose to improve on a strategy you already use, how did you know a change was needed? How do the improvements benefit learners?

Submit your 2 paragraphs or longer strategy response with your Module coursework.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Partnerships and Relationships

Building relationships with students is crucial for their behavior, academic success, and social emotional development, and can also have a significant impact on their motivation. It is important for every student to have a caring adult in their life who supports and encourages them. When students feel seen, supported, and cared for, they are more likely to be interested in learning and motivated to achieve their goals, which can also improve their sense of safety and well-being.

This application emphasizes the importance of building relationships between students and teachers, classrooms and community partnerships, and teachers and families, with a focus on meeting the needs of students. By prioritizing relationships, we can create a safe and supportive learning environment that enhances student well-being and fosters academic success.

Begin by reading the following resources about the power of relationship building in the classroom (and how to do it):

- "Relationship Building from Day 1," by Kimberly Hager and Sarah Arenz, via Edutopia
- "Building Positive Relationships with Students" What Brain Science Says," by Trynia Kaufman
- "10 Ways to Build Strong Relationships Between Teachers and Students," by Melissa Taylor

Please read the resources below about community partnerships with schools and families:

- "The Case for Strong Family and Community Engagement in Schools," by Elizabeth M. Ross of the Harvard Graduate School of Education shares the benefits and important considerations of connecting key stakeholders.
- "The Secret to Creating Effective Community Partnerships," by Amy Mason of Edutopia shares how community members support students in reading, arts, civics, and character education.
- "Parental Involvement is the Key To Student Success," by Grace Chen, and watch the video below for tips for teachers to engage parents.

Now, using our template, create a plan to accomplish a SMART goal related to building relationships and student motivation. Please include enough detail in the template so that we can fully understand your goal, along with 1 paragraph explaining the rationale behind your SMART goal.

Please submit your completed template and paragraph with your coursework submission. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

All coursework is to be completed in the Teaching Channel online environment.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select one of the following options:

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

Please submit your plan with your coursework submission.

All coursework is to be completed in the Teaching Channel online environment.

Examples:

- Choose SCARF, ARCS, or another framework and create a department-wide plan to implement this model.
- Design a model to increase and enhance connections between school and families, and schools and the community.
- Create a program focused on motivation for new teachers in your district.

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Describe the theories and frameworks behind the understanding of motivation.
- Rally your colleagues to get excited about new ways to design lessons and units to meet student needs.
- Introduce your colleagues to the strategies to impact student motivation.

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate new strategies into an existing unit plan used with your students.
- Recommendations for improvement regarding a lack of student motivation in your school or district.

3. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.