

Minute Motivators

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Guiding Principles

- Self-knowledge is empowering.
- Empowered students are motivated to make choices that help them succeed.
- Empowered, self-motivated learners are fun to teach.
- Minimal time, great results!

How?

- Traditional students participate in “Motivational Monday” activities that take less than 5 minutes and provide a breather during class.
- WEB and Hybrid students have the “Motivator of the Week” defined at the top of the weekly announcement with a link to the activity.
- Participation is expected, but not required.

Brain Gym®

Successful brain function requires efficient connections across the neural pathways of the brain.

Midline Movements

- Activate the left and right brain
- Improve reading, writing, listening, and speaking skills
 - Cross Crawl
 - Lazy 8's

Who am I?

- Collage helps me learn names quickly
- Gives me ideas for content scenarios
- Students meet 5 peers quickly (speed meeting activity)
- Sets the tone in the class that I care *who* they are, not just how they perform.
- Web/Hybrid students post to Discussion Board.

Snowball activity

- On a scrap piece of paper complete the statement: “successful math students...”. Do not sign your name.
- Wad up your response and toss your “snowball” up at an angle (on my call so we can create a snowstorm).
- Share responses with your small group and pick the best to share with the rest of us: “someone said....”

Brain-based Learning

- Emphasis on DOING (rather than watching or reading) mathematics
- In class use Diana Hestwood's PowerPoint presentation from website
- Put students in small groups (3-4) to talk about what information from the presentation they found most interesting and/or useful

Brain gym

Energy Exercises

- Keep the electromagnetic circuits of the brain/body flowing freely
- Reduce stress and improve organizational skills
 - Water
 - The Thinking Cap
 - Space buttons

Interdependence

- Provide Covey's explanation and have students discuss what it looks like to be interdependent:
- Especially helpful for web students who so often work in isolation.

Emotional Intelligence

- Fun activity to have students report back and share common “secrets”
- Students begin recognizing their ability to respond to a “bad” situation with a positive attitude

Personal Responsibility

- Victims language is characterized by blaming, complaining, and making excuses.
- Creator language is characterized by accepting responsibility and making a plan.
- Personalize the worksheet by changing the “excuses” to fit the class dynamics

Brain Gym

Lengthening Activities

- Activate front and back lobes of the brain
- Improve attention, comprehension, and memory retrieval
 - The Owl
 - Arm Activation

Learning Styles

- On-line self-test at www.vark-learn.com
- Helpsheets offer students advise on how to study without tears (SWOT)
- Encourage students to make any class/lecture match their learning style preference rather than trying to model the instructor's style.
- Example of dynamics: deck building

Classroom Etiquette

- Generate some of the most *inappropriate* actions that you have actually witnessed
- Let your students generate the “appropriate action” column
- New scenarios to add?

Time Management

- Big Rocks story is well received
- Discuss realistic time commitment for course
- An average adult attention span has an upper limit of 20 minutes. Remind students of this when scheduling study time.

Risk

- Many students make tests all the more “scary” by not preparing adequately
- Small steps are key and are often overlooked by students
- Emphasize that a scary goal for one individual may not be scary at all for another... that doesn't make it any less scary.

Affirmations

- Used to shift negative perceptions of ourselves
- Internal tapes significantly impact our actions (students give up, leave tests blank, don't ask questions...)
- Put an end to the “I can't do Math” mantra

Locus of Control

- Attribution Theory - to what do we attribute our successes and failures?
- How does our society encourage the “I can’t do math” mantra?
- What makes an intrinsic locus of control more productive in a mathematics class?

Test taking Strategies

- Preparation practices: metacognition, practice *doing* math, cycle through HW, limit using answers as a crutch
- Psycho/physiological Factors: negative thoughts, sleep, oxygen, stress, brain function
- Testing taking: highlight, mind dump, test order, common errors

Pay It Forward

- Great activity for the end of the quarter
- Reduce stress by focusing on the positive
- Kindness breeds kindness – try it and see!

Metacognition

- Thinking about your thinking
- Lets review...