



The Key to Motivation and Learning

4 Semester Credits/Units

Instructor – Ryan Pickett

Course Overview

Years of research on the brain has shown us that emotions play a key role in learning. Learn the science connecting emotion to learning while discovering how to utilize it to improve student motivation. Discover strategies that will activate learning, captivate attention, and foster student brain networks in order to stimulate memory and intrinsically engage all students.

The Key to Motivation and Learning requires one book entitled, *Engage the Brain: How to Design for Learning That Taps into the Power of Emotion* by Allison Posey. This book must be purchased separately and can be found at www.amazon.com

Course Objectives:

After completing the course *The Key to Motivation and Learning*, you will demonstrate or indicate

- How to use emotions to activate learning in students.
- Knowledge of how to utilize the UDL Framework to design for variability in your curriculum.
- How to create classroom environments that foster the brain networks to highlight learning.
- The ability to captivate student attention.
- How to design curriculum that utilizes student emotions to improve memory.
- The importance of flow and self-determination theory in building intrinsic motivation in students.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

How to Submit Coursework

After reading the book, *Engage the Brain*, complete all of your assignments. Place each assignment 1-7 on a separate page in a single Word Processing file, clearly labeling each assignment by number and name. Submit the single document containing all 7 assignments to the *Independent Learning*, Submit Assignment Section. Some assignments may require supplemental documents. Attach these documents clearly labeled with your name and assignment number. If your assignments are too large for the dropbox or you create them in a format that cannot be attached to the dropbox (i.e. Google Docs), feel free to e-mail or share the documents directly with your instructor. Either way, be sure to email your instructor when you turn in any work.

Course Assignments

1. Activate Learning

- a. Read chapter 1 of the book Engage the Brain. Create a presentation for a staff meeting in which you teach your colleagues the physiology of emotion and how to utilize this information to properly activate learning for your students. Be sure to include an example of how to design a lesson with this information in mind. Although you can use any information in the text to inspire your example, you are to create your own.
- b. Alter one of the current lessons that you teach to account for the physiology of emotions in properly activating the learning of your students. In a separate document, explain how the changes that you made to your unit will properly activate student learning.

2. Variability

- a. Read chapter 2 of the book Engage the Brain. For this assignment you are to pretend that you are the author of a daily blog about the power of emotions in learning. In today's blog you are to write about how to utilize the UDL Framework to design for variability in three brain networks (Representation, Strategic, and Engagement).
- b. Alter one of the current lessons that you teach to include options for representation. In a separate document, explain how the changes that you made to your lesson increase options for representation.

3. Developing Brain Networks

- a. After reading chapter 3 of the book Engage the Brain, write a 20 questions test for your colleagues about the chapter. Be sure that your test includes Learning Styles, The Never Resting Brian, Brain Plasticity, Nature or Nurture, and Sculpting Networks. Be sure to include your answer key when you turn in your test.
- b. Create a plan for how you will gather information from your students and then provide them with the necessary feedback in order to foster the developing brain networks and highlight the learning process. Describe your plan and explain your reasoning for each decision that you made. Be sure to include any forms or documents that you created in order to implement your plan in the future.

4. Captivating Attention

- a. After reading chapter 4 of the book Engage the Brain, write a paper of at least one page comparing and contrasting your current methods of captivating student attention with what you learned in chapter 4 of the book.
- b. Based on the information that you learned from chapter 4 of the text, describe what you will do to improve in the your ability to captivate student attention. How will these actions increase your ability to meet the needs of all your students?

5. Memory

- a. Read chapter 5 in the book, Engage the Brain. Pretend that you have been selected to give a TED talk on emotions and learning. In your talk, you have specifically been asked to make the connection between emotion, memory, and learning. While doing so, you are also to discuss the role working memory, cognitive load, and our senses play in this connection. When presenting your ideas, be sure to reference the information you learned while reading chapter 5 of the text.

b. Alter one of the current lessons that you teach so that it utilizes the information in the chapter about emotions and memory to improve student learning. In a separate document, explain the changes that you made and how it will improve student learning.

6. Motivation

- After reading chapter 6 of the book, Engage the Brain, describe the theory of flow and why it is important for intrinsic motivation.
- What is self-determination theory and how does it influence motivation?
- How could you use a tool such as a mood meter in your classroom?
- Alter one of the current lessons that you teach so that it increases intrinsic motivation. In a separate document, explain the changes that you made and how it will improve student learning.

7. Emotion Ties the Knot for Learning

- After reading the entire book, Engage the Brain, pretend that you are an artist that has been offered the job of creating a movie poster for the new movie, *Emotion Ties the Knot for Learning*. Create this poster. You are free to create this poster in any format you wish (hand drawn, digitally created, etc.). On a separate document, explain your reasoning behind the artistic choices that you made and how they reflect the title of the movie.
- Pretend that you are a movie critic that just watched the movie, *Emotion Ties the Knot for Learning*. Write your critique of the movie. In your critic, you are to summarize the main points of the movie and provide your opinion on if emotion does indeed tie the knot for learning. While doing so, make sure to touch on activating learning, variability, brain networks, attention, memory, and motivation.

Course Assessment Rubric

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read