

COURSE TITLE:	INSPIRING, NURTURING & MOTIVATING STUDENTS: Maslow's Tips for Teachers	WA CLOCK HRS: 60
		OREGON PDUs: 60
		PENNSYLVANIA ACT 48: 60
NO. OF CREDITS:	6 QUARTER CREDITS [semester equivalent = 4.00 credits]	
INSTRUCTOR:	Mary Ann Johnson maryajohnson-advisor@comcast.net	

COURSE DESCRIPTION:

We live in a culture that rewards academic skills and successes, and while we work hard to help students acquire these skills, we also realize there is more to our job than this. We have the opportunity to help them meet their developmental needs for self-motivation. You will find many real ways to deliver added benefit to your students in this class. With some of the specific reproducibles and lesson strategies for your ongoing use, you will find answers to why and how to bring out the best in your students.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Reviewed the basic human needs students need to increase focus, brain, and body readiness to learn in an academic setting.
- Increased awareness of the need to use more motivational strategies to create readiness for teachable moments.
- Learned what current research shows are sixteen strong indicators that increase student engagement.
- Discovered ways to increase student self-motivation.
- Found resources to develop more lesson designs to enact these strategies.
- Discovered ways to help students find a connection to something greater than themselves.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Motivating & Inspiring Students: Strategies To Awaken The Learner, by Robert J. Marzano, Darrell Scott, Tina H. Boogren, and Ming Lee Newcomb.

ASCD, 2017, ISBN 978-0-9913748-7-8, 158 pgs.

From Amazon, approximately \$33.00

-

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduction

Click on this [link](#) to read my personal letter to you.

Since motivation cannot be stored any more than oxygen and movement can for aerobics, consider what that means for the need for frequent doses of motivating strategies in your daily work. Read p. 28 in the text. Write a 300-word comment about why and how often you may need a greater emphasis on increasing motivational strategies and events.

Post your response.

Assignment #2: "Research & Theory"

Read Chapter 1, pp 1-9 and "Epilogue," p. 151, with special attention to the reasons why the organization of this book on motivation strategies starts with the high end of Maslow's Hierarchy instead of focusing on the four lower levels. Read about the rationale for the reversal of Maslow's Hierarchy [here](#).

Explain why self-identified goals are needed for motivation over meeting deficits in Maslow's needs hierarchy. Describe one such strategy you have used or could use, how you introduced it, and the outcomes and assessments you did/would plan to use in 3 or more pages.

Assignment #3: Mastering Motivation: Timing & Focus

View the PowerPoint "Mastering Motivation: Timing & Focus." Please review [here](#)

Review slides 33-34 in the PowerPoint. Then make an estimated analysis of your own percentage of class time currently or previously devoted to motivational strategies and the way you give motivational time to your students, other than for Quadrant #1.

- Estimate the frequency of time you are purposefully teaching processes, such as goal setting, inspirational sayings or inspiring people, growth habits of mind, keeping care of themselves or their classmates, or your ways of presenting motivational strategies.
- Do you think the time you can give to student motivation will be more likely to increase curricular success?
- What other benefits might there be? Include your personal analysis of the current time invested and what changes you might make going forward in 3-5 pages.

Assignment #4: "Connection to Something Greater Than Self"

Read chapter 2, pp 11-28 in the text, including "Summary and Recommendations." Find a suggested literary source showing unselfish commitment to the needs of others for secondary or elementary students [here](#). From the many options described in the reading, select three you found interesting and explain how they might be used in your teaching, explaining why you chose them and how you would connect them to your curriculum in 3-5 pages.

Assignment #5: "Self-Actualization"

Read Chapter 3, pages 29-62. Also, choose a film (like "Hoosiers" or "The Miracle Worker") or media source (like the first two episodes of "Parks and Recreation") for an example of a story in which you see a person acting on Level 6 and self-actualization levels of Maslow's Hierarchy.

- How did your media choice illustrate an example of a person or persons meeting the upper levels of Maslow's needs? Describe in 1-2 pages.

AND

- Choose 2-3 examples from this chapter that would work with your students and integrate with your curriculum. Describe your choices and how they would connect to your curriculum in 3 pages.

Assignment #6: "Esteem Within a Community"

Read Chapter 4, pages 63 -94. Read also <https://www.cultofpedagogy.com/maslow-esteem/> "The Importance of Maslow's Fourth Tier" by Connie Hamilton (7/11/21).

How can assessment strategies help develop self-esteem?

Assignment #7: Belonging

Find many ways to solve the human need for "Belonging" in Chapter 5, pages 95 to 114. For two ways to create activities that create visual belonging displays for your classroom, see the attached [Class Average Person](#) activity and [Super Graphing: Everyone Has a Part!](#)

- What are the five most valuable ideas in these readings?

AND

- Add a 3-page description of how you could incorporate at least three (3) new strategies or activities to help students experience belonging in your classroom.

Assignment #8: Unintentional Slights & Positive Strategies

In Chapter 5, on pages 95-97, there is a description of unintentional slights to belonging needs. Students sometimes think we are giving better treatment to some other students than to themselves. One example is if they think we say "yes" to some requests, not theirs. See factors to address when teaching students how to get to 'yes' when they ask for a favor. Click [here](#). From this list or from your own experience, describe three or four activities that you think will be able to be used to avoid unintentional slights. Describe why you have chosen them and give any details on how you would introduce them in 3-4 pages.

Assignment #9: "Safety"

In Chapter 6, "Safety," pages 117-135, there are many connections to class management ideas. For examples of ideas to teach safety rules and good stewardship of classroom equipment, click [here](#) to view an example of class code. Also, find three (3) online articles about providing school safety.

- Rate their value and summarize the most important ideas you learned in this search.

And

- Choose three (3) ways you can use specific ideas to provide a good sense of classroom safety or security by something NEW you can do from the book and the online sources. Write 3 – 5 pages.

Assignment #10: "Physiology"

Read Chapter 7 in the text: "Physiology," pp. 137-150, with special focus on Physical Break activities in Table 7.1 on page 145. Read the article www.ASCD.org/el/articles/homeless-and-doubling-up which, according to the report, affects over one million students in the US. How does "doubling up" affect a student's physiology and security needs?

Describe what you learned from this and the text resources, and tell three ideas you found that were surprising or practical to help students in your classroom in 3-5 pages.

Assignment #11: Additional Resources

Go to <https://www.marzanoresources.com/motivating-and-inspiring-students-webinar.html> and review Mike Royle's free webinar on "Motivating & Inspiring Students."

Was it helpful to have a webinar to enhance the course and introduce an additional resource with free downloads? In 2-3 pages, discuss what this added to the bigger picture on the subject of intrinsic motivation for students. Downloads for reproducibles for this course may be found at <https://www.marzanoresearch.com/reproducibles>

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #12: Strategies - The Highly Engaged Classroom

In the Marzano book The Highly Engaged Classroom, there are 16 powerful motivators found by research to boost student engagement.

You'll find my summary of the list [here](#):

(Make a copy for use in the next assignment.)

- Which three or four of the 16 categories would be the most important for you to use to enhance your repertoire?
- Why did you choose these?
- And give at least one example of a lesson plan strategy you could use to introduce what has been a problematic unit or assignment reintroduced in a new way.

Write 3-5 pages.

Assignment #13: Anchor Story #1

See Anchor Story #1; [click here](#). Using the 16 motivators listed in the previous assignment, discuss which were used in this lesson plan. Why do you think they may have worked instead of a simple reminder of low or failing grades near the end of the school year? Write your thoughts in 3-5 pages.

Assignment #14: Sharing, Humor, & Kindness - Strategies for Lesson Units

Make a list of the five (5) best lessons units you teach that always work or that represent(ed) your favorite lessons to teach. William Glasser's research on motivation concluded that nothing can cause humans to do sustained academic work but that there were focuses that correlated highly with time-on-task. The three highest-rated elements to keep students motivated to work are Sharing (with others or for others), Humor, and Kindness. (From a lecture by Glasser, Bremerton School District, WA, 1983)

- Prepare a graphic with the five best lessons on the left and the three Glasser strategies, Sharing, Humor, and Kindness along the top.
- Check if you used any of the Glasser motivating strategies in these lessons/units.

- What did you discover from this baseline graphic regarding the success of your strategies or the possible need to include a more motivating component?
- Summarize the results of your discoveries in 3-5 pages.

Assignment #15: (500 Level ONLY) Why Students May Be Disengaged

Check the website below, and consider the ideas listed as reasons why students may be disengaged, even if you are using excellent motivational strategies. Some may be elements of needs on Maslow's lower four levels.

What were at least three that you found most important to recognize with your student population?

Then, consider how to use the Teaching Approaches suggested to deal with these barriers.

If your class seemed stalled, would you consider stopping regular instruction to remediate these cognitive and sociological barriers before returning to a regular teaching schedule?

What might make that difficult?

What might you do for a purposeful intervention?

Write a 3+ page summary of your responses to these questions.

Please review this resource:

- Show & Tell: A Video Column/Why do Students Disengage? By Douglas Fisher & Nancy Frey.
<https://www.ascd.org/el/articles/show-and-tell-a-video-column-why-do-students-disengage>.
 Lists "Nine Cognitive Barriers and How to Overcome Them."

Assignment #16: (500 Level ONLY) Autonomy

Several authors addressing research on intrinsic motivation often include the importance of autonomy. Daniel Pink's book, *Drive: The Surprising Truth About What Motivates Us*, he listed autonomy, mastery, and our purposeful yearning to contribute and be part of something larger than ourselves.

Read Mike Anderson's article on *6 Intrinsic Motivators to Power Up Your Teaching*. [Click here](#).

He lists six ways to offer intrinsic motivators to your students; autonomy, curiosity, belonging, competence, purpose, and fun. The power of autonomy is met mainly by a boost in self-esteem when a difficult task is completed. In Chapter 4, we learned that there is a strong link between assessment strategies and student esteem needs. Now we can also see the need to meet student autonomy by teaching them how to gain esteem in preparation for a major assessment.

Please review my video.

https://player.vimeo.com/video/750181861?h=89097b7565&badge=0&autopause=0&player_id=0&app_id=58479

Write a lesson plan in which you can or have provided students a chance to use their autonomy to increase success, appropriate to their ages and your curriculum. (You can use the Heritage lesson plan template or one that is similar.)

Assignment #17: (500 Level ONLY) Educational Application

Interview at least eight to ten colleagues about their best student motivation strategies. Collect and sort the results to determine the reported extrinsic and intrinsic strategies. Then create a staff presentation to share best practices and rich examples you have gathered from these interviews. Share back with your teachers by presenting each with a summary or a live presentation of your results. Upload

the summary or PowerPoint of your presentation.

OR

Create an annotated bibliography of eight to ten reviews of literature or online sources that relate to human motivation, especially focusing on educational applications. Then describe what you find most valuable for your professional and/or personal application.

C. INTEGRATION PAPER

Assignment #18: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
-
-

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mary Ann Johnson, M.Ed Adm. has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups. She is a teacher emeritus who has led seminars for educators which focus on developing a quality learner environment for students and for teachers. Her courses are research-based and resonate with user-friendly and energizing content.

BIBLIOGRAPHY

INSPIRING, NURTURING & MOTIVATING STUDENTS: Maslow's Tips for Teachers

Anderson, Mike, Tackling the Motivation Crisis: How to Activate Student Learning Without Behavior Charts, Pizza Parties, or Other Hard-to-Quit Incentives, ASCD, 2021, 166 pages, ISBN 978-1-4188-3033-3 This book will help you learn the dangers of using extrinsic motivators and suggests at least six motivators that may build intrinsic motivation.

Anderson, Mike, "Six Intrinsic Motivators to Power Up Your Teaching," ASCD, Educational Leadership, Dec 6, 2021, Vol 79, #4
[edutopia.org/article/boosting-high-school-students-sense-agency-and-motivation](https://www.ascd.org/edutopia.org/article/boosting-high-school-students-sense-agency-and-motivation)

Ferlazzo, Larry, Building a Community of Self-Motivated Learners: Strategies to Help Students Thrive in School and Beyond, Routledge 2015, 199 pages, ISBN 978-0-415-74666-3. In this book, you will receive lesson plans to address student boredom, goal setting, overcoming poverty, creating flow, technology, and writing motivation, among many others. Includes handouts for lesson plans.

Marzano, Robert J., and Pickering, Debra J. with Tammy Heflebower, The Highly Engaged Classroom, Marzano Research, 2017, 158 pages, ISBN 9780982259245. This book reveals the 16 most appealing content strategies to motivate students and comes with permission to download reproducibles that enhance each strategy.

ASCD.org/el/articles/tell-us-about-a-way-that-you-make-sure-all-your-students-feel-safer. October 2019, pp 92-93.

Lessons on Student Well-Being From "The Great Resignation." https://www.ascd.org/el/articles/lessons-on-student-well-being-from-the-great-resignation?utm_campaign=NL-dDelivers-Issue05.16-BurnoutBlues-20