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
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
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.
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
• Let’s review…”