



## LILIE, LLC Course Information

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**Title of Course (45 hours):** The Self Driven Learner and Motivational Strategies

### Course Description:

This course will help participants explore various research-based motivational theories. Emphasis on intrinsic and extrinsic motivational factors will be analyzed and discussed. Participants in the course will learn about how to incorporate role-models and peer-models into classroom activities. Participants will also learn how to promote a culture of learning by taking on supportive/coaching roles within a traditional classroom setting. Concepts learned in this course will enable teachers to meet the rigor of the Common Core Curriculum and motivate their students to excel with academic goals.

### Overall Course Objective and Expectation(s):

- To understand the human psychology associated with motivation theories
- To apply motivational theories to the planning of curricula and classroom management
- To analyze the role motivational theories have in formulating best practices
- To evaluate the efficacy of guiding self-driven learners in developing critical thinking skills
- To create unit and lesson plans that utilize motivational theories as a means to meet Common Core Standards and 21<sup>st</sup> Century Skills

### Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### Suggested Readings (*subject to change*):

The Motivated Student: Unlocking the Enthusiasm for Learning by Bob Sullo  
Activating the Desire to Learn by Bob Sullo

### Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### *Week I*

#### Topic(s):

- Intrinsic vs. Extrinsic Motivation
- Human Behavior Theory: Glasser
- Research-based Motivational Theories

#### Objectives:

- Participants will review the differences between intrinsic and extrinsic motivation
- Participants will explore research based theories of human behavior
- Participants will examine the benefits of creating a positive classroom culture as it relates to the self-driven learner

#### Impact on Classroom Instruction:

- Enhance and apply knowledge of research-based motivational theories
- Broaden one's understanding of effective teaching techniques & best practices
- Understand concepts of classroom management, academic achievement, class meetings, and positive classroom culture

#### Learner Outcomes:

- Comparing intrinsic and extrinsic motivation
- Understanding a variety of research-based, self-driven learner practices
- Examining the aim to stimulate thought & to produce engaged learners

#### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Peer and instructor-review of current and best practices
- Analyze intrinsic motivation
- Application of human behavior research to classroom practices
- Reflection and discussion about recommended classroom procedures



## *Week II*

### Topic(s):

- Application of research-based models (fostering the self-driven learner)
- Grade level-specific best practices of motivation
- Grade level-specific classroom scenarios and application recommendations

### Objectives:

- Participants will analyze psychology principles of human behavior
- Participants will reflect on developmental stages of the self-driven learner
- Participants will evaluate the efficacy of grade specific motivational techniques

### Impact on Classroom Instruction:

- Enhance and apply knowledge of research-based instructional routine
- Broaden one's understanding of effective teaching techniques & best practices
- Understand framework to create grade-specific classroom procedures

### Learner Outcomes:

- Detailing specific intrinsic motivational techniques
- Planning for implementation of motivational techniques
- Evaluating efficacy of classroom motivational practices

### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Peer and instructor-review of current and best practices
- Analyze grade-specific scenarios
- Application of human behavior research to classroom practices
- Development and reflection of classroom motivation techniques



### *Week III*

#### Topic(s):

- Implementation of Motivational Strategies
- Do's & Don'ts for Classroom Procedures/Practices
- Classroom Routines and Rituals
- Building positive relationships within the classroom

#### Objectives:

- Participants will understand detailed process of implementation
- Participants will develop strategies to foster self-directed learners
- Participants will discuss negative impacts of external motivation
- Participants will develop a plan to create a positive classroom environment

#### Impact on Classroom Instruction:

- Enhance and apply knowledge of research-based classroom routines/rituals
- Broaden one's understanding of effective implementation techniques
- Understand framework to troubleshoot common student-motivation concerns

#### Learner Outcomes:

- Understand undesirable classroom procedures
- Development of desirable classroom routines and rituals
- Implementation of strategies to create a positive classroom environment

#### Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Peer and instructor-review of current and best practices
- Analyze the role of enthusiasm in creating self-directed learners
- Application of behavioral science to classroom practices
- Development and reflection of classroom techniques



### *Week IV*

#### Topic(s):

- Teaching students how to self-evaluate
- Teaching students components of motivational behavior
- The “Teach Less, Teach Deeply” classroom concept

#### Objectives:

- Participants will understand detailed process of implementation
- Participants will develop strategies to foster self-directed learners
- Participants will discuss and develop a plan to “teach less, teach deeply”

#### Impact on Classroom Instruction:

- Enhance and apply knowledge of research-based classroom routines/rituals
- Broaden one’s understanding of effective implementation techniques
- Understand how “teach less, teach deeply” philosophy impacts student motivation

#### Learner Outcomes:

- Understand the techniques of creating students who self-assess and self-monitor
- Develop a plan to create or enhance a positive classroom environment
- Evaluate the research-based theories for development of self-directed learners

#### Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Peer and instructor-review of current and best practices
- Application of behavioral science to classroom practices
- Development and reflection of classroom techniques