



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: The Self-Driven Learner and Motivational Strategies

Course Description: Explore various research-based motivational theories in regards on how to motivate students through instruction and classroom management. There will be an emphasis on intrinsic and extrinsic motivational factors and how this can be applied to the classroom setting. Intrinsic motivators will also include giving students opportunities to make personal connections to curriculum while opening up dialect in the classroom to allow for multiple perspectives. learn how to incorporate role-models and peer-models into classroom activities. 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 participants to meet the rigor of the Common Core Learning Standards and motivate their students to excel with academic goals. Students learning how to self-monitor and reflect upon their own motivation will be modeled and encouraged. learn how to craft and deliver student-centered lessons that involves the students more in their own learning and teaching them how to reflect upon what they have learned and how they can improve. Developing a heightened knowledge of cultural responsiveness will help participants to explore ways to implore and motivate students to participate in a brave learning community, combat societal norms, recognize the underserved and marginalized social groups, while giving students a voice in the classroom to become leaders of cultural change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • review the differences between intrinsic and extrinsic motivation. • explore research- based theories of human behavior and how self-motivation can help a student’s overall success and how to promote this in your classroom. • reflect upon qualities of motivated and self-driven learners and how to develop these observations in guiding students in making personal connections to the curriculum. • make considerations in how cultural expectations may affect student motivation • examine the benefits of creating a positive classroom culture as it relates to the self-driven learner and allows for all learners to be represented and valued in their perspectives
Topics	<ul style="list-style-type: none"> • Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Understanding Culturally Responsive Instruction
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Reflect upon behaviors of motivated and self- driven learners • Implement reflection and guidance in helping students to make connections between the curriculum and their own personal lives/experiences. • Enhance and apply knowledge of research-based motivational theories. • Explore the motivational and learning needs of multicultural students requires adapting educational strategies. • Research and discuss strategies for student motivation during distance/remote learning • Have a thorough understanding of intrinsic versus extrinsic motivation • Broaden their understanding of effective teaching techniques and best practices as it relates to promoting the self-driven learner and making personal connections • Learn how to teach and produce engaged learners through motivational strategies consider cultural expectations and allow recognition of underserved social groups

Session II

Objectives	<ul style="list-style-type: none"> • learn how to apply research-based models on fostering the self-driven learner • learn and share grade level-specific best practices that employ motivational strategies among various social groups • learn and engage with peers and instructor on grade level-specific classroom scenarios, personal experiences, and application recommendations • learn how to engage students through feedback, effective questioning and presenting information in various media formats while considering cultural expectations • learn new strategies to encourage students to participate in a brave learning community • encourage and create scenarios for multiple perspectives to be shared within the classroom environment both in-person and during distance/remote learning • learn how to interact with peers in a meaningful and productive way through feedback and collaboration to create more self-driven learners.
Topics	<ul style="list-style-type: none"> • analyze psychology principles of human behavior.

	<ul style="list-style-type: none"> • reflect on developmental stages of the self-driven learner. • evaluate the efficacy of grade specific motivational techniques. • increase engagement through instructional practices and presenting information in multiple resources.
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Enhance student to student collaboration and feedback • broaden one's understanding of a brave learning community • Apply instructional techniques to desired motivational outcomes • detail specific intrinsic motivational techniques • plan for implementation of motivational techniques that make cultural considerations • Implement and reflect upon effective feedback for students that requires connections to higher order thinking skills and critical consciousness • learn how to evaluate and reflect upon their own self-motivation both in and outside of the classroom and to personal experiences and situations • motivate and engage students to participate in a brave learning community through meaningful feedback • learn how to apply motivational techniques to enhance their academic success

Session III

Objectives	<ul style="list-style-type: none"> • understand detailed process of implementation of intrinsic motivation practices • develop strategies to foster continual learning about diverse and underserved social groups • promote and encourage respectful social interactions within the learning community that value all participants • discuss negative impacts of external motivation • develop a plan to create a positive classroom environment • develop strategies to build relationships with students and understand differences and similarities for collaboration • integrate a student language and vocabulary to build self-motivation
Topics	<ul style="list-style-type: none"> • Implementation of Motivational Strategies • Do's & Don'ts for Classroom Procedures/Practices • Considering cultural expectations in classroom interactions • Building positive relationships with all students within the classroom
Application to Instruction & Student Learning	<p>Revise/ add to reflect the focus on implementing critical consciousness</p> <p>Participants will</p> <ul style="list-style-type: none"> • Enhance and apply knowledge of diverse learning populations as well as individual identities of students • Understand a variety of classroom management tactics that help students be intrinsically motivated to achieve. • Implement a variety of strategies and activities to get to know students – specifically those from underserved or marginalized social groups • Learn about cultures of students to direct motivation and interest • Establish a culture of respect in the classroom and one in which students are motivated to take ownership of achievement • Learn how negative punishments or external rewards can decrease engagement and motivation • Broaden one's understanding of effective reflective that we model and provide time for our students • Reflect upon and implement best motivational strategies for a variety of students and diverse needs

Session IV

Objectives	<ul style="list-style-type: none"> • Understand detailed process of implementation of creating self-driven learners.
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	<ul style="list-style-type: none"> • Develop strategies to encourage self-evaluation of both teachers and learners • Discuss and develop a lesson plan to incorporate these skills within their content and grade level. • Develop lesson plans/activities and classroom expectations that meet the needs of various learners • Will teach students on how to conduct a self-evaluation of learning • Guide students in reflective practices to promote success and desired behaviors • Engage students in creating classroom expectations, rules and consequences and allow cultural perspectives to be shared
Topics	<ul style="list-style-type: none"> • Teaching students how to self-evaluate • Teaching students components of motivational behavior • “Teach Less, Teach Deeply” classroom concept
Application to Instruction & Student Learning	<p>Revise/ add to reflect the focus on implementing critical consciousness</p> <p>Participants will</p> <ul style="list-style-type: none"> • Enhance and apply knowledge of research-based classroom routines and rituals that motivate students. • Broaden understanding of the “teach less, teach deeply” method of instruction. • Understand the techniques of creating students who self-assess and self-monitor and how this applies to various social groups • Guide and teach student show to reflect upon behaviors, needs , and success • Develop lessons that promote students personal perspectives and meet the expectations of various culture groups • Develop classroom expectations that meet diverse student needs • Engage students to be a part of the process in establishing classroom expectations and routines • Evaluate the research-based theories for development of self-directed learners. • Students will learn how to involve themselves in their own learning and let their voices and needs be met • Students will learn which self-motivational techniques work best for them