



Journal Club no. 10

Autumn Term 2021

Presentation

(by Paula Lobo)

How can we help students to commit to action?

- We can motivate students to complete tasks by communicating value:
 - **Demonstrate that it matters** (e.g. *tetanus-shot leaflet: words, images, language*)
 - Highlighting a problem (e.g. highlighting the limits of students' knowledge; casting doubt on students' beliefs; inducing confusion; setting up a cliffhanger) before offering the solution (*induce a headache – but not a migraine - before offering the aspirin*)
 - **Make it personal**
 - Set the direction and highlight the autonomy it offers (e.g. choose the essay/time it takes)
 - Help pupils find personal meaning by explaining why it might matter to them
- We can motivate students by making tasks seem immediately worthwhile
 - **Decrease costs and emphasise benefits** (e.g. *watching Four Weddings or Schindler's List*); this is hard because learning incurs immediate costs (time and effort) for deferred benefits (future success)
 - 'This technique will help you with the next task'; 'imagine how satisfied you'll feel'
 - Downplay the size of the task with bitesize goals: 'just complete these two questions for now...'

How can we help students to commit to action?

- We can motivate students by making tasks seem worthwhile (Cont.)
 - People care more about losses than making equivalent gains, so **remind/put pupils in credit** (*you got 8/10 last week: revise so your score doesn't dip; begin a lesson with 3 ticks and encourage students not to lose them*) and **give pupils one-time offers** (this is the last/only chance to...)
- Motivate students by giving them role-models and using personal stories
 - Teachers: explain our behaviour, describe our lesson preparation, model our thinking
 - Peers: highlight how other students have succeeded – particularly older students
 - Distant heroes: read about *struggles* to achieve connection
 - Family members: reading books together, describing actions?
 - Students themselves: they can rise to the occasion
- Highlight expectations and prevalent positive behaviours (not undesirable behaviour!)
 - Provide crystal-clear direction: e.g. does 'individual work' permit quiet discussion or silence? Explain what *not* to do ('don't ask your partner even if you feel stuck')
 - Students usually do what their peers do, so highlight their peers' efforts ('I can see X of you writing...')