

# OUTLINE

*How to help students develop their motivation for learning, manage their emotions and build resilience skills?*

**WHAT** do “*motivation*” and “*emotion & resilience*” mean in the learning context?

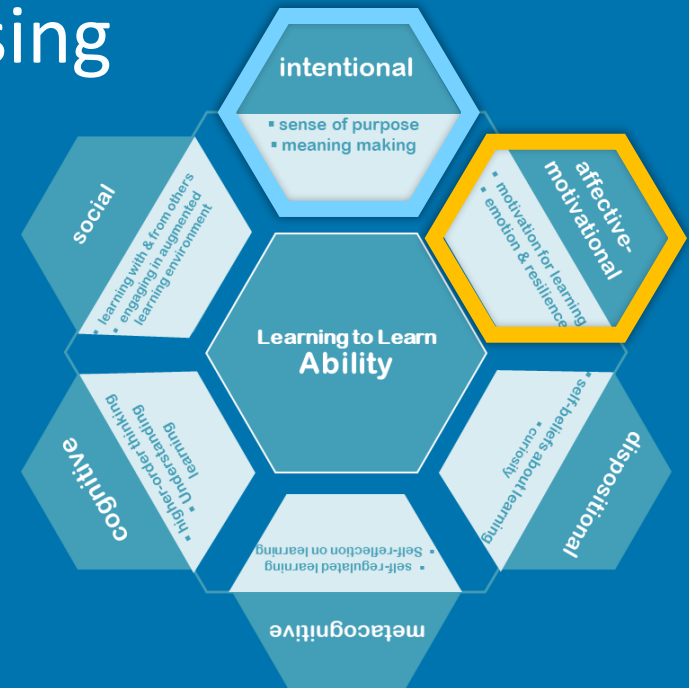
**WHY** are they essential to students’ learning development?

**HOW** to help students develop them?



The Affective-Motivational dimension represents the learner's ability to **manage their motivation for learning** and the **emotions** arising from learning.

PolyU L2L Model——





*Motivation and emotion are essential to education because – together – they ensure that students acquire new knowledge and skills in a meaningful way*

.....

*Students become more effective learners when they understand how their learning and motivation systems work and how they can boost their own motivation, whatever the teacher might do.*

*– Monique Boekaerts, 2010, p.91*

# MOTIVATION

**What do “motivation” mean in the learning context?**

**&**

**WHY are they essential to students' learning development?**



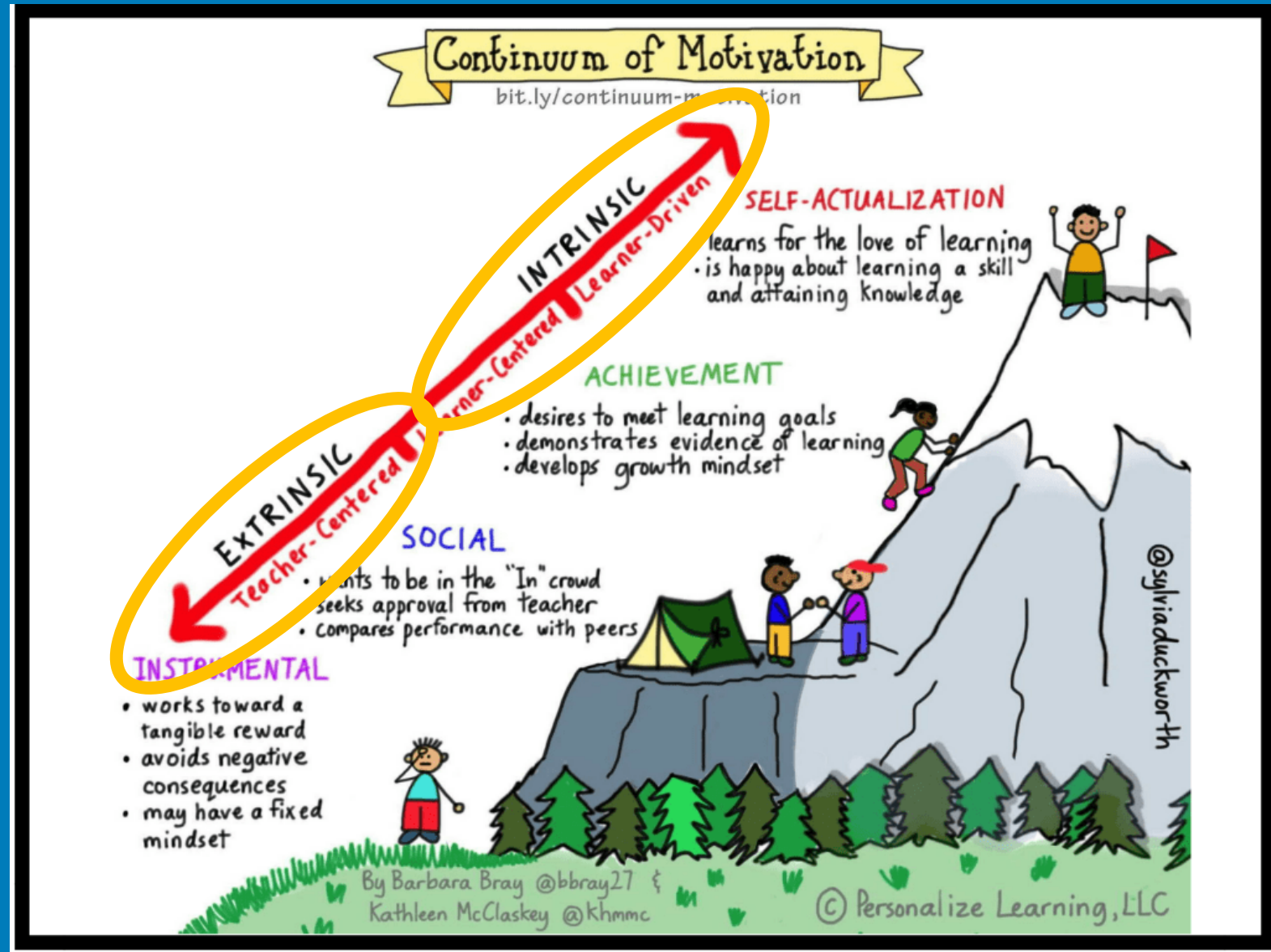


**Motivation for Learning** refers to the learner's ability to explore factors that make learning meaningful and affect their desire to learn, to reflect on their motivational beliefs and develop regulation strategies.



# Intrinsic Motivation

- Learners being invested in their learning
- Learning for the love of learning
- Being happy about learning a skill and attaining new knowledge



*Why is motivation so important for learning success? ([pivotaleducation.com](http://pivotaleducation.com))*

In other  
words

# Motivation for Learning.....

## To Students

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- Developing a desire to learn



## To Teachers

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- offering opportunities for students to explore what makes them want to learn
- directing them to resources that can help focus on positive factors and minimise the negative ones

# How

## How to help students develop their motivation for learning?







❑ Four qualities that help students to self-motivate:

✓ ***AUTONOMY***

✓ ***COMPETENCE***

✓ ***RELATEDNESS***

✓ ***RELEVANCE***



# 1 *Allow students some degree of choice*

- Choose and create discussion topics / exam questions;
- Choose how to perform or present their work;
  - Choose topics for papers, research;
- Choose projects that connect the course content to their outside interests and passions;

.....

➔ explore their own self-motivating strategies



# Give More *Cognitive Choices* to students

➤ [Thinking routines by Project Zero at Harvard University.](#)

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

## Options Explosion

*A routine for creative decision making.*

A THINKING ROUTINE FROM PROJECT

## Creative C

1. **Brainstorm** at least 12 questions about the artwork or object. Try some of these *Creat Starts*.
2. **Review** your list, identify the most interesting and select one to discuss.
3. **Reflect:** What new ideas do you have about the concept, artwork or object that you didn't

1. List the obvious options. There would not be a decision unless there were at least two or three obvious options.
2. Now brainstorm all sorts of different options to find the "hidden" options. Often there are hidden options that are the real best choices. Be imaginative! Piggyback on ideas already up, combine ideas to get new ones, look for ideas of a very different kind, imagine you are in different roles and suggest ideas from the perspective of those roles, etc.
3. Ask: What have we learned about the situation from finding these options? This is a way of understanding the situation better.

You may want to go on to a routine for comparing and choosing among options.



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## 2 *Practice Growth Mindset*

- ❑ provide students with the opportunity for early success and gradually increase the degree of difficulty with the assignments and exams as the semester progress.
- ❑ praise “effort” rather than “intelligence”, creating a supportive learning environment;
- ❑ encourage students set goals that motivate themselves:
  - Break large tasks down into smaller, more manageable pieces; Set specific, measurable, and time-limited goals; Have a plan to help them stay on track.

.....







❑ Four qualities that help students to self-motivate:

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*Your energy in the classroom  
me to reach complete understanding  
like*

Show your own  
passion and  
enthusiasm 🤗

*Student in BME2210*

*“Show your passion for what you love to do. The more excited you are,  
the more excited your students will be.”*

*-Terry Weideman, Nutrition Instructor at Oakland Community College*



*“I’m genuinely in love with my profession: being a social worker is not just a job but a commitment to making the world a better place, and that’s at the core of who I am. I share that with my students. I give them the good and the bad: I don’t sugarcoat what I’ve experienced in this field, and students respond positively to this authenticity. I ask my students to dig deep as to why they chose this field, and what inspires them. The work we do in the classroom will give structure and understanding to what happens in the field, and I am constantly drawing parallels between the two.”*

*– Renee Rawcliffe, Social Work Instructor at Simmons College*





Show your own  
passion and  
enthusiasm

- ❑ Think of a moment in your career that you'll never forget, then consider what made it so meaningful.
- ❑ Encourage today's learners by sharing what has inspired you throughout your profession.
- *Share multiple ways that the course content can be applied in an authentic career setting.*
- *share examples of how you used the course content in your career before teaching and how you use the content now in a teaching role.*



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# 3 *Link the course to their interests and skills*

- Connect to students interests;
- Show relevance to students' academic lives;
- Demonstrate relevance to students' professional lives;
- Link concepts to local cases, current issues, news and events—especially those that impact your students;
- Provide authentic, real-world tasks;
- Encourage students to reflect on and generate their own connections and discover for themselves the relevance of course material to their lives.....





# Reflective Prompt Questions



- *What can they do in one subject is relevant to other subjects they study?*
- *What can they do in one lesson is related to what they do in the next or a later lesson?*
- *What they do at school is relevant to their lives now- either in their part time job, at home, or in their hobby ?*
- *What they do at school is relevant to their lives further down the track, either at university, in their apprenticeship, or in the job they want when they graduate?*
- *What they do at school is relevant to the world as a whole?*
- *What they do at school develops their thinking and analysis skills which help in other parts of their life- such as at work with friends?*

**(Martin, 2010)**

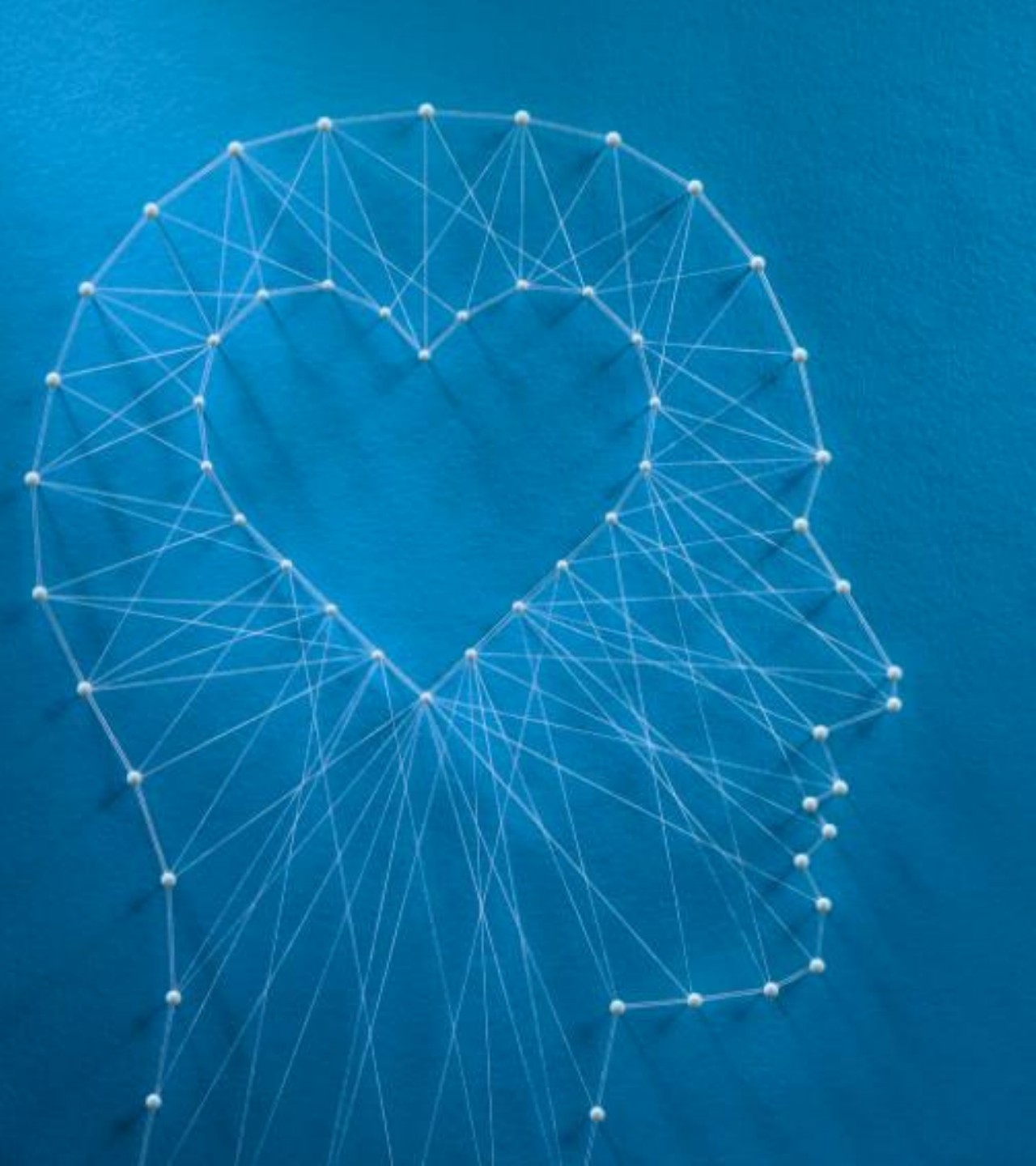
**EMOTION  
&  
RESILIENCE**

**What do “emotion and resilience”  
mean in the learning context?**

**&**

**WHY are they essential to students’  
learning development?**





**Emotion and Resilience** refers to the learner's ability to explore and handle learning-related emotional reactions and to "spring back" in the face of setbacks.

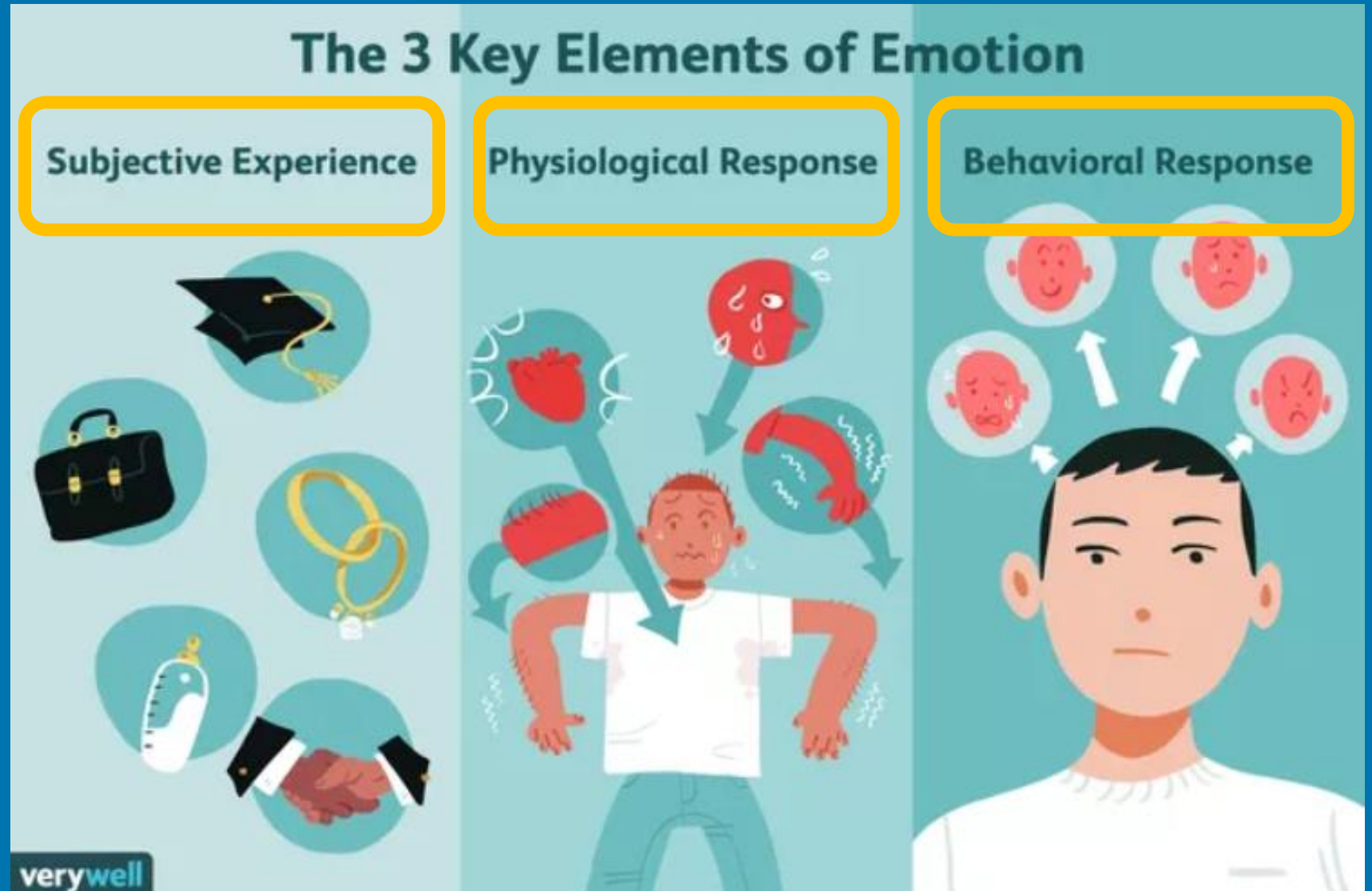
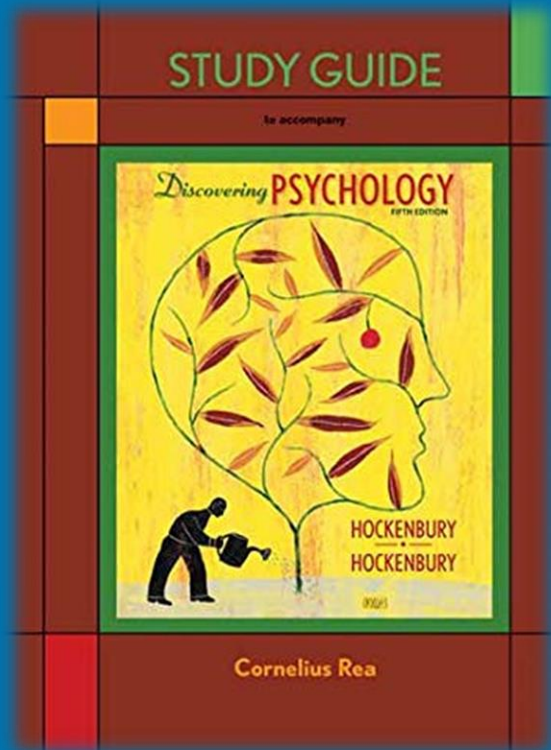


- Six basic emotions: fear, disgust, anger, surprise, happiness, and sadness.

- Paul Eckman (1972)

- Secondary emotions: envy, hope, sympathy, gratitude, regret, pride, disappointment, relief, hopelessness, shame, guilt, embarrassment and jealousy.







“

Academic Anxiety,  
Disappointment,  
Hopeless, Helpless,  
Embarrassment, Anger

.....



*How are they able to  
learn despite  
experiencing  
negative emotion?*



*"Resilience skills" include the ability -  
to form relationships (social competence),  
to problem solve (metacognition),  
to develop a sense of identity (autonomy),  
and to plan and hope (a sense of purpose and future).*

*– Lifton (1994)*



- Have realistic and attainable expectations and goals.
- Show good judgment and problem-solving skills.
- Be persistent and determined.
- Be responsible and thoughtful rather than impulsive.
- Be effective communicators with good people skills.
- Learn from past experience so as to not repeat mistakes.
- Be empathetic toward other people (caring how others around them are feeling).
- Have a social conscience (caring about the welfare of others).
- Feel good about themselves as a person.
- Feel like they are in control of their lives.
- Be optimistic rather than pessimistic.

In other  
words

## Emotion and Resilience.....

### To Students

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- coping with their emotions and setbacks that affect their learning



### To Teachers

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- offering some opportunities for students to talk about their emotions and setbacks during their learning process
- directing them to resources that they can identify the root of their emotional problems and find methods to overcome the negative emotions

# How

## How to help students manage their emotion and develop resilience?



# 4

## *In-class Sharing Session*

- One week before the mid-term / final exam during the revision class (if any)
- Students discuss their **negative feelings, emotions** with their peers, and share their own ways to overcome any learning setbacks they encountered.

*e.g. "where those negative emotions come from?" & what methods you can adopt to tackle with them?"*

*Teachers are also recommended to use your own experiences as successful and persuasive examples to inspire students.*





# Provide Resources to students

[How to make stress your friend | Kelly McGonigal – YouTube](#)

*"Chasing meaning is better for your health than trying to avoid discomfort."*

[How mindfulness changes the emotional life of our brains | Richard J. Davidson | TEDxSanFrancisco - YouTube](#)



[27 Resilience Activities and Worksheets for Students and Adults \(+PDFs\) \(positivepsychology.com\)](#)



## 5 Self-reflection on emotion and resilience

- *After the mid-term examination / by the end of the semester*
- *Have students to submit reflective feedback on how they used and evaluated the selected emotion managing method(s) in past experiences and if any adjustments and improvements are necessary.*



A close-up, slightly blurred photograph of a person's hands writing in a notebook. The person is wearing a maroon sweater. Their left hand is resting on the left page, and their right hand is holding a yellow pencil, writing on the right page. The notebook is open, showing two blank white pages. The background is out of focus.

## *Reflective Prompt Questions for students*

- *Recalling any frustrations in the process of learning and to describe how I overcame those various obstacles mentally?*
- *What strategies would I deploy when presented with stressors/negative emotions? .....*

# L2L OUTCOMES.....

**1**

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Have a clear understanding of what motivates or demotivates them and can use that knowledge to regulate their motivation for learning.

**2**

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Find satisfaction in the innate rewards of learning and long for new skills and knowledge

**3**

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Engage with the content, their peers, and faculty, netting a longer retention span and a greater ability to use what they learn.

**4**

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Aware of their emotion triggers and able to deploy various strategies to prevent or manage negative emotions.

**5**

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Show positivity and persist when facing difficulties or under stress.