



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

Title of Course (45 hours): Motivating the Reluctant Learner

Course Description: This course is an opportunity for teachers to learn about specific techniques that combat two of the biggest obstacles in engaging successful student learning: anxiety and boredom. Teachers will explore common reasons why Educators become disengaged and disinterested throughout our educational system, discuss a variety of differentiated learning strategies, and explore specific successful methods used to engage apathetic learners.

Overall Course Objective and Expectation(s): As a result of taking this course educators will better understand:

- the variety of difficulties educators experience throughout instruction and how to overcome them
- the various types of educators who are disengaged or unmotivated and how to identify them
- how to remove specific pedagogical obstacles preventing inspired instruction
- the role of differentiation in motivating reluctant learners
- how to create classroom environments, lessons, and interactions which draw all educators into the educational process by generating interest and sparking enthusiasm

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): This bibliography contains references used in the course.

Bibliography:

- Curwin, Richard L. & Mendler Allen (2008), Discipline with Dignity: New Challenges, New Solutions: Association for Supervision & Curriculum Development
- Koval, R. & Thaler, K. Linda. (2009) Motivating Educators Who Don't Care: Indiana: Solution Tree
- Smith, Terrill (2005) Motivating the "Bad Attitude" Kids: Survival Guide for High School and Middle School Teachers, Indiana: Iuniverse Publishing

- Karnes, Frances A. PH. D. (2005) *Motivating Gifted Educators*, New York: Prufrock Press
- Chernow, F & C, (1981) *Classroom Discipline and Control: 101 Practical Techniques*, Parker Publishing Company, West Nyack, New York

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):

- Types of Reluctance
- Stages of Reluctance:
- Reasons for Disassociation and Defiance:
- Reluctant Teachers
- Indifference Observed

Objectives:

- To gain an accurate perspective of the class, including types of educational experiences and expertise.
- To identify the many different ways educators disengage educationally.
- To define phases of reluctance throughout education and categorize acute versus chronic symptoms.
- To better understand why educators become educational indifferent.
- To determine how instructors are effected by, and can affect, educational reluctance.
- To learn to better identify our reluctant learners and their individual educational needs.

Impact on Classroom Instruction: After having honed their diagnostic skills, instructors will be able to more accurately assess which educators need different types of educational stimuli and or more professional intervention. Additionally, by better understanding the complications of various types of reluctant learners, Educators will be able to interact and intervene with greater effectiveness and efficiency.

Learner Outcomes:

- Educators will be able to categorize the various types of reluctant learners.
- Educators will be able to identify instructional obstacles apparent to those struggling to engage educationally.
- Educators will be able to identify social obstacles apparent to those struggling to engage educationally.
- Educators will be able to examine the emotional obstacles apparent those struggling to engage educationally.
- Educators will determine how various learners evolve throughout their educational careers.
- Educators will be able to consider the role that educators play in ostracizing certain learners.

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

- Introduce self and respond to classmates' postings
- Identify three different types of reluctant learners
- Describe some of the educational, social, and emotional obstacles making it difficult for some educators to participate in today's model
- Consider how an elementary level student struggling to engage educationally could achieve academic success throughout their high school experience and compare that to a similar student in danger of Not finishing their education (dropping out)
- Post an interpretation of the classroom mission statement, considering how it may evolve, and what educational priorities should be included
- Discuss aspects of your content area that are common for most reluctant learners. What are the specific skills learners must master to excel in your content area? What is the connection between the current educational climate and reluctance to learn?



Week II

Topic(s): Unchallenged Learners: Anxious Learners: Differentiated Instruction: Active versus Passive Participation: Self-Image and Motivation

Objectives:

- Determine how to engage the unchallenged learner.
- Examine the causes of anxiety for underperforming educators.
- Consider what promotes both active and passive educational participation.
- Identify the main theoretical components of differentiated instruction.
- Analyze the role differentiated instruction plays in reaching out to reluctant learners.
- Identify areas where self-image can either eradicate or enhance educational enthusiasm.

Impact on Classroom Instruction: By more deeply examining the most common causes of educational indifference, Educators will begin to consider how to incorporate remediation, balance, and challenge throughout their instructional models. In effect, Educators will develop the tools necessary to remove common educational obstacles and create classroom communities which include and engage all learning styles and challenges.

Learner Outcomes:

- Educators will quantify how difficult it can be for unchallenged learners to remain enthusiastic.
- Educators will determine how learner anxiety can cause learner indifference.
- Educators will identify the characteristics of both active and passive participation as well as describe what educational interactions promote such participation.
- Educators will be able to understand how differentiated instruction recognizes and includes reluctant learners.
- Educators will reflect on the various stages of education and determine how a learner's self image may effects their level of academic motivation.

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

- Construct a post describing the experiences of two different types of bored learners
- Write a description of the experiences of a struggling displaced learner
- Compare and contrast active verse passive classroom participation
- Describe the managerial components of differentiated instruction that have the greatest impact on motivating reluctant learners
- **Mini-Case Study**-Please choose an unnamed student in one of your classes who you consider a reluctant learner. Do not use his or her real name. Observe this child for **one** week and keep a personal journal. Why do you consider this student reluctant? Identify the various reluctant

behaviors of the student; note student's grades and the relationship to reluctant learning; note parent involvement; record anecdotes; discuss supportive measures (guidance sessions, child studies, parent meetings); note peer relationships in the classroom; and some of the strategies you have used to motivate the child. To be posted during week IV. Response length should reflect depth of assessment.



Week III

Topic(s): Classroom Design: Successful Attitudes: Anatomy of a Lesson Plan: Relationship, Rapport, and Reasoning: Engagement and Involvement: Attendance:

Objectives:

- Identify the physical characteristics of a classroom which help stimulate student interest.
- Explain the differences between teachers and Educators who share a common experience versus those who share a common rapport.
- Investigate the most common threads entwined within engaging conversation and communication.
- Examine the phases of attention throughout a lesson.
- Consider today's Educators interests throughout our entire instructional model and various methods of developing more educational involvement and intrigue.
- Study ways to include and motivate the absentee student.

Impact on Classroom Instruction: Percentage wise, teachers spend a very small amount of time with their Educators on a daily basis. By examining the components of our daily interaction Educators will identify how their presence can be more engaging and inspiring.

Learner Outcomes:

- Educators will be able to identify components of their classroom that create more student interactions versus those that simply amplify distractions.
- Educators will be able to classify traits of motivational rappers.
- Educators will recognize which characteristics of engaging conversation they incorporate in their instructional interactions and which they should.
- Educators will identify what generates the most classroom attention and focus.
- Educators will devise a list of strategies for reaching out to Educators who miss or avoid class.

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

- Describe the physical evolution of your classroom; specifically identify distractive elements you've eliminated, and attractive features you've added
- Identify where educators tend to have the highest levels of attentiveness and focus and explain how your lesson construct takes advantage of those instances
- Create a post that describes various methods of "priming the pump," gaining and maintaining attention, and inspiring interest
- Describe the various types of absentee Educators and recommend ways to encourage their presence



Week IV

Topic(s): Content Diversity: Teacher Diversity: Instructional Delivery Techniques: Differentiate Techniques: Great Expectations:

Objectives:

- Describe the instructional and motivational challenges specific to your content area.
- Identify some of the tougher motivational and instructional challenges faced in content areas outside of your specific area of expertise.
- Identify individual pedagogical strengths and best practices.
- Examine research based effective delivery techniques.
- Explain the connection between differentiation, assessment, and motivation.
- Quantify how much challenge to prescribe to each type of learner.

Impact on Classroom Instruction: Identifying diversity throughout our student bodies is only the beginning. By better appreciating our own individual, intrapersonal, and course specific differences, Educators will be able to make small instructional modifications that create lasting impressions with their reluctant learners.

Learner Outcomes:

- Educators will be able to list and describe the main obstacles reluctant learners face in their specific educational disciplines.
- Educators will better understand the variety of difficulties teachers face throughout our schools and across various disciplines.
- Educators will develop an inventory of their best instructional techniques, and worst habits, when interacting with reluctant learners.
- Educators will identify where they can improve their instructional relationships with reluctant learners based on researched practices.
- Educators will learn to create assessments which help motivate and inspire student learning rather than simply test for retention.
- Educators will understand the connection between high standards and motivation.

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

- Identify and describe two specific challenges low level learners face in your classroom
- Identify and describe two specific challenges advanced learners face in your classroom
- Create a post comparing your most effective instructional strategies for motivating reluctant learners to any ineffective strategies you may have employed throughout your career
- Explain how assessments can be motivationally driven, and the role of differentiation in that process
- Examine the connection between high standards, great expectations, and student participation and performance