MOVING FROM LEARNER TO PRACTITIONER: MOTIVATING AND ENGAGING THE ADOLESCENT LEARNER

Margaret Renn
What makes learning fun and impactful?
Motivation and Engagement

What is motivation?

To want to participate (reason, desire, predisposition) in learning

What is engagement?

The level to which a student processes information (through active strategies, making connections)

What is the difference?

Students can be motivated to complete a task – assignment, homework, reading-text chapter, article – but does not engage in the material (skill or content)

What does and does not motivate?

Motivation does not develop from external incentives.
  • Pizza party, stickers, etc.
  • Grade on a project

Motivation has four dimensions:
  • **Competence** – student believes they can complete the task
  • **Control and autonomy** – student sees a link between their actions and outcomes and has some choice of how to take on a task
  • **Interest and value** – student has some interest and sees the value
  • **Interpersonal rewards** – sharing information and completing the task creates a sense of belonging to the classroom

Motivating students.....

- Use instructional activities that spark students’ interest [Control & Autonomy]
- Develop initial curiosity/situational interest [Interest & Value]
- Provide a safe environment for students to take risks — physically, emotionally and academically [Competency; Interpersonal Reward]
- Supply appropriate and varied material [Competency]


Engaging students....

- Provide students varied activities that support varied learning styles and reinforce the skill or content goal. [Competency]

- Provide explicit feedback about their progress, comments, connections and understandings. [Interest & Value]

- Provide the opportunity and appropriate materials to seek answers to questions student may have from the text. (self directed learning, research) [Control & Autonomy]

- Provide the opportunity for students to share ideas, observations, finding etc. [Interpersonal Rewards]


CCSS emphasize informational text so prominently because it is challenging and complex, it has deep comprehension-building potential, and because the use of informational text is an opportunity to help students learn how to engage, interact, and have conversations with the text in ways that prepare them for the type of experiences that they will encounter in college and careers. After all, deep comprehension is an intentional interaction between the reader and text to extract or construct meaning (National Reading Panel, 2000).

What is Informational Text and how do we engage student with it?
Types of Informational Text

**Expository:** describes or explains
- Biography, Autobiography
- Essay, Media Article

**Persuasive:** attempts to convince
- Advertisement, Editorial, Political
- Cartoon, Review

**Procedural:** instructions
- Instructions to complete a task, how to do something

**Transactional:** communication between people
- Letters, Texts, E-mails, Post Card, Speeches, Invitations
Make Meaning of Informational Text

Deconstruct.....the text

Decode.......the deconstructed parts of the text

Construct .....meaning, understanding
Research using the Historical Method

Construct Question/Problem

Form Hypothesis
Using context and background knowledge develop theory and questions for research. (Knowledge & Comprehension)

Test/Research (data collection)
Collect data from primary sources. Deconstruct informational test/primary sources. (Comprehension & Application)

Analyze Data
Decode informational text/primary source details and make connections to background information. (Analysis)

Form Conclusion
Provide details from research, create meaning / construct the story (Synthesis)
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
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**Decoding**

- **Role:** Role of Writer
- **Audience:** To whom is the person writing?
- **Format:** In what format is the document?
- **Topic:** What is the document about?

**Constructing**

- **Role:** Who are you? What will you be?
- **Audience:** To whom are you writing?
- **Format:** What format will your writing take?
- **Topic:** What is your topic?
Braxton Bragg to Henry J. Hunt
Near Barrancas, 21 April 1861.

My dear Hunt:

How strange are the mutations of life! That we should be in hostile array against each other. A few short months since companions in army, and almost brothers in friendship, it is hard to realize the fact that we are in hostile array against each other.

But so it is, and tho' I would have taken an oath that my old friend Hunt could never be the instrument of oppression in the hands of a Black Repub[lica]n yet we see strange things in this world, and even must be content to put up with it as we find it. Each one of us of course will follow the dictates of his own conscience. But for fear you may rest under a misapprehension in regard to this move in the South, I will give you a few facts on which you may rely.
<table>
<thead>
<tr>
<th>What Do We Know?</th>
<th>What Questions Do We Have?</th>
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<tbody>
<tr>
<td>1. Evidence:</td>
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<td>2. Evidence:</td>
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<td>3. Evidence:</td>
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<td>4. Evidence:</td>
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<td>5. Evidence:</td>
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<tr>
<td>What do you know?</td>
<td>What do you want to know?</td>
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Articles of Confederation
Draft Presented to the 2nd Congress in Philadelphia, May 10, 1775.

ART. I    The Name of this Confederacy shall henceforth be the United Colonies of North America.

ART. II    The said United Colonies hereby severally enter into a firm League of Friendship with each other, binding on themselves and their Posterity, for their common Defence and Offence, against their Enemies for the Security of their Liberties and Property, the Safety of their Persons and Families, and their common and mutual and general Welfare.

ART. III    That each Colony shall enjoy and retain as much as it may think fit of its own present Laws, Customs, Rights, and Privileges, and peculiar Jurisdictions within its own Limits; and may amend its own Constitution as shall seem best to its own Assembly or Convention.

ART. XIII.
Any other and every Colony from Great Britain upon the Continent of North America and not at present engag'd in our Association shall may upon Application and joining the said Association be receiv'd into this Confederation, viz. [Ireland] the West India Islands, Quebec, St. Johns, Nova Scotia, Bermudas, and the East and West Floridas; and shall thereupon be entitled to all the Advantages of our Union, mutual Assistance and Commerce.

These Articles shall be propos'd to the several Provincial Conventions or Assemblies, to be by them consider'd, and if approv'd they are advis'd to impower their Delegates to agree to and ratify the same in the ensuing Congress. After which the Union thereby establish'd is to continue firm till the Terms of Reconciliation proposed in the Petition of the last Congress to the King are agreed to; till the Acts since made restraining the American Commerce and Fisheries are repeal'd; till Reparation is made for the Injury done to Boston by shutting up its Port; for the Burning of Charlestown; and for the Expence of this unjust War; and till all the British Troops are withdrawn from America. On the Arrival of these Events the Colonies will return to their former Connection and Friendship with Britain: But on Failure thereof this confederation is to be perpetual.
King George III
Proclaims the Colonies to be in Open Rebellion

August 23, 1775

Whereas many of our subjects in divers parts of our Colonies and Plantations in North America, misled by dangerous and ill designing men, and forgetting the allegiance which they owe to the power that has protected and supported them; after various disorderly acts committed in disturbance of the publick peace, to the obstruction of lawful commerce, and to the oppression of our loyal subjects carrying on the same; have at length proceeded to open and avowed rebellion, by arraying themselves in a hostile manner, to withstand the execution of the law, and traitorously preparing, ordering and levying war against us: And whereas, there is reason to apprehend that such rebellion hath been much promoted and encouraged by the traitorous correspondence, counsels and comfort of divers wicked and desperate persons within this realm: To the end therefore, that none of our subjects may neglect or violate their duty through ignorance thereof, or through any doubt of the protection which the law will afford to their loyalty and zeal, we have thought fit, by and with the advice of our Privy Council, to issue our Royal Proclamation, hereby declaring, that not only all our Officers, civil and military, are obliged to exert their utmost endeavours to suppress such rebellion, and to bring the traitors to justice, but that all our subjects of this Realm, and the dominions thereunto belonging, are bound by law to be aiding and assisting in the suppression of such rebellion, and to disclose and make known all traitorous conspiracies and attempts against us, our crown and dignity; and we do accordingly strictly charge and command all our Officers, as well civil as military, and all others our obedient and loyal subjects, to use their utmost endeavours to withstand and suppress such rebellion, and to disclose and make known all treasons and traitorous conspiracies which they shall know to be against us, our crown and dignity; and for that purpose, that they transmit to one of our principal Secretaries of State, or other proper officer, due and full information of all persons who shall be found carrying on correspondence with, or in any manner or degree aiding or abetting the persons now in open arms and rebellion against our Government, within any of our Colonies and Plantations in North America, in order to bring to condign punishment the authors, perpetrators, and abettors of such traitorous designs. Given at our Court at St. James's the twenty-third day of August, one thousand seven hundred and seventy-five, in the fifteenth year of our reign.

GOD save the KING.
<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>A quart of Flipp made with a pint of West Indian rum</td>
<td>11 d</td>
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<tr>
<td>with New England rum</td>
<td>8 d</td>
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<tr>
<td>A quart of Mimbo with good West Indian Rum &amp; Loaf</td>
<td>10 d</td>
</tr>
<tr>
<td>A rub of Punch with double-refined sugar &amp; 1½ gills of rum</td>
<td>9 d</td>
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<tr>
<td>with Muscovado Sugar</td>
<td>7 d</td>
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<tr>
<td>Kill-devil, a gill</td>
<td>3 d</td>
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<tr>
<td>A quart of strong beer</td>
<td>4 d</td>
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<tr>
<td>A quart of good Methyglin</td>
<td>9 d</td>
</tr>
<tr>
<td>A quart of Cider Royal</td>
<td>8 d</td>
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<tr>
<td>A gill of Gumption</td>
<td>4 d</td>
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<tr>
<td>Whistle-belly-vengeance, a qt.</td>
<td>3 d</td>
</tr>
<tr>
<td>Lodging for ye night</td>
<td>3 d</td>
</tr>
<tr>
<td>Meals, pot luck</td>
<td>8 d</td>
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<tr>
<td>Boarding commons, Men</td>
<td>4s 8d</td>
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<td>Weomen</td>
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*Eliphalet Brackett*

*Innkeeper*

This House shall not permit, suffer or have any playing at Dice, Cards, Quacks or Loggetts.
TO ALL BRAVE, HEALTHY, ABLE-BODIED, AND WELL
DISPOSED YOUNG MEN,
IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,
NOW RAISING UNDER
GENERAL
FOR THE DEFENSE
OF LIBERTIES AND
ORDER OF THE UN
Against the hostile

All Gentlemen Volunteers,
Who are willing to serve his Majesty in the
LOYAL AMERICAN REGIMENT
Commanded by
Col. BEVERLEY ROBINSON,
For TWO YEARS, or during the Rebellion, shall upon their being mustered and approved of by the Inspector-General, receive
Twenty-five Dollars Bounty.
Whatever Persons are willing to embrace the present Opportunity offered of approving their Loyalty, let them repair to the Quarters of the Regiment, at Haarlem Heights, or to the Bull's Head Tavern, at New-York, where an Officer will attend to receive and entertain them.

GOD SAVE THE UNITED STATES.