# M6: Motivate Your Students

## Course

Special Education

## Location

Module 6

## Alignments

### Course Outcomes

CLO VI: Identify relevant pedagogy to maximize student learning.

### Module Outcomes

MLO 6.1: Demonstrate ways to adapt and/or accommodate grade-level curriculum using various teaching methods and tools.

### Specific InTASC Standards

|  |  |  |
| --- | --- | --- |
| **InTASC** | **Type** | **Specific Standard** |
| 3i | Knowledge | The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. |
| 8l | Knowledge | The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. |

## Activity Instructions

### Purpose

It is important for future teachers to consider how Universal Design for Learning (UDL) principles can be applied to engage students effectively in the teaching of a specific concept. By understanding UDL guidelines and checkpoints, future teachers will gain insights into creating inclusive and motivating learning experiences.

For this activity, you will have the opportunity to consider how you would apply the [UDL Checkpoint 9.1](https://udlguidelines.cast.org/engagement/self-regulation/optimize-motivation), to promote expectations and beliefs that optimize motivation, to a common concept taught in K-12 education; it is up to you to select the concept and the grade for this activity.

If you are unable to come up with one of your own, some concepts and grades you might consider include:

* 1st grade, teaching phonics
* 3rd grade, teaching multiplication/times tables
* 8th grade, teaching world history (the Holocaust)
* 10th grade, teaching Shakespeare

### Task

#### Instructor Preparation for Activity

* Review the [UDL CAST resource](https://udlguidelines.cast.org/)  (specifically, checkpoint 9.1 “Promote expectations and beliefs that optimize motivation”).
* Consider how this checkpoint may be applied to the scenarios listed above to promote motivation among students.
* Decide if this will be a synchronous (in-class) discussion, or an asynchronous (online) discussion. If you choose to have an online discussion, be sure to create a discussion board for your students.

#### Student Directions

For this activity, you will begin working independently.

1. Decide what grade and common concept you would like to focus on for this activity.
2. Review the [UDL CAST resource](https://udlguidelines.cast.org/)  (specifically, checkpoint 9.1 “Promote expectations and beliefs that optimize motivation”).
3. Write a response acknowledging how you would apply this checkpoint to the grade and common concept that you selected.
4. Share with your classmates.
	1. If this is for an online discussion, you will want to post what you wrote to the appropriate discussion board. Be sure to read through your classmates’ posts.
5. Provide feedback to two of your classmates. Do you have any suggestions for how they might approach their common concept using checkpoint 9.1? If yes, be sure to provide them with that feedback.