

Choose from these evidence-based teaching practices to motivate students, especially when content is difficult.

## STUDENT MOTIVATION DOMAIN

Student Motivation is sparked by the perceived value or benefit of the academic content or task. When instructors use a variety of researched motivation techniques, student involvement and commitment to learning increases.



### Instructional Motivation Techniques

- [Use content and connections that align with your current group of students'](#) backgrounds, interests, and reasons for taking the course 
- Share your [enthusiasm](#), professional research interests, and experiences with the content
- Promote [growth mindset](#) and students' [resilience](#) by shifting attention to problem solving, appropriately scaled challenges, and working through failure 
- Support students when [working in groups](#)
- Provide opportunities for students to [teach and learn from their peers](#)
- [Teach from everywhere in the room](#), not just from behind the podium



### Instructional Language

- Use [positive language](#) when discussing challenging topics
- If students struggle, remind them [they don't know it yet](#) to reinforce that you believe they will eventually reach their goal
- When giving feedback, [use language that honors attempts, promotes growth, and provides hope to students](#)
- [Use varied names](#) and socio-cultural contexts in stories, test questions and assignments 



### Instructional Design for Motivation

- Provide opportunities for students to engage in a [variety of learning modalities](#): group learning, [peer learning](#), individual learning, learning with technology, etc.
- Challenge students with deep learning ([case studies](#), [community engaged learning](#), collaborative projects, etc.)
- Acknowledge student effort; [allow room in your grading](#) for risk-taking and error
- [Gauge the rigor of your instruction](#). Is it at a level that will provide the correct learning edge for students?
- [Make content relevant](#) to all students' lives; [clearly link concepts/lessons](#) to industry, a broader purpose, [future classes/activities](#), or a transferable skill



### Student Engagement

- Encourage [behavioral, emotional, and cognitive engagement in your course](#)
- Engage students' [emotions](#) to see their potential to make the world a better place

## LEVELED CRITERIA & SELF-ASSESSMENT RUBRIC

Use this rubric to reflect on your current instructional practices, set a teaching goal, and monitor growth. TILT recommends revisiting this throughout the year to continue to reflect and adjust as you work towards your goal. TILT does not recommend using this as an observation tool or for direct evaluation. See [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

### STUDENT MOTIVATION DOMAIN

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Evidence	Advanced	Proficient	Developing	Emerging
<b>Instructional Motivation Techniques</b> <ul style="list-style-type: none"> <li>Use of motivation techniques</li> </ul>	The instructor connects content with all current students' backgrounds and interests, teaches about and promotes growth mindset, and provides direct support and other motivators for students throughout the semester.	The instructor connects content with most current students' backgrounds or interests, promotes growth mindset and provides support and other motivators for students most of the time.	The instructor connects content with many current students' backgrounds or interests, remains positive and provides some support and other motivators for students when engaging in difficult tasks.	The instructor connects content with some current students' backgrounds or interests and attempts to remain positive.
<b>Instructional Language</b> <ul style="list-style-type: none"> <li>Frequency and quality of motivational/inclusive language used during class</li> </ul>	The instructor consistently uses language that includes all students, encourages students, honors effort, and demonstrates belief in student abilities.	The instructor often uses language that includes all students, encourages students, honors effort, and demonstrates belief in student abilities.	The instructor occasionally uses language that encourages students or demonstrates belief in student abilities. The language might not feel inclusive to all students.	Instructor occasionally uses standard phrases to encourage students (e.g., "good job," "you can do it," "if you read (study, pay attention...), you'll do better on the test") or does not encourage students.
<b>Instructional Design for Motivation</b> <ul style="list-style-type: none"> <li>Variety of learning modalities</li> <li>Modeling of classroom engagement</li> <li>Connections within the course, curriculum, and beyond</li> </ul>	Instructional design is intentional and includes a variety of learning modalities, activities, and connections to engage students with content. Instructor frequently models how students can best engage with content and each other.	Instructional design includes some variety of learning modalities, activities, and connections to engage students with content. Instructor sometimes models how students can best engage with content and each other.	Instructional design includes little variety of learning modalities, activities, or connections to engage students with content. Instructor occasionally models how students can best engage with content and each other.	Instruction includes minimal to no variety of learning modalities or activities, or connections to engage students with content. Instructor does not model how students can engage with content and each other.
<b>Student Engagement</b> <ul style="list-style-type: none"> <li>Frequency and level of student participation</li> </ul>	Most students remain engaged in classroom activity (independently and collaboratively) and demonstrate active pursuit of content knowledge.	Many students remain engaged in classroom activity (independently and collaboratively) and demonstrate interest in content.	Some students are actively engaged in classroom activities either independently or collaboratively; some students appear to not be engaged.	Few students appear to remain engaged in classroom activity or the level of student engagement is unknown.

## Student Motivation

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## Student Motivation

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