



# STUDENT MOTIVATION

A Faculty Development Workshop  
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# Faculty Development Plan

## Purpose

The purpose of this two-day faculty professional development workshop is to acquaint or reacquaint our developmental education department instructional team with motivational strategies included in Wlodkowski's Motivational Framework for Culturally Responsive Teaching (Wlodkowski, 2008).

## Rationale

- Research shows that motivation is important because it impacts whether a student easily gives up or persists through challenges (Chuter, 2020). It creates a need for answers and encourages creativity, which, in turn, creates resilience and self-assurance (Chuter, 2020).
- In this workshop, we will share content from Wlodkowski (2008), but we will also model the behaviors that we want our instructors to follow. Bandura's (1976) Social Learning Theory suggests that we learn not only from being told what action to take, but also by observing behavior and imitating those behaviors. Therefore, we will both teach motivational strategies by Wlodkowski (2008) and model them at the same time.
- Schunk (1991) wrote on the different types of academic motivators, such as goal setting, information processing, self-efficacy, models, predictive utility, feedback, and rewards are effective tools of motivation, so I have incorporated these into the workshop, as well. Schunk also discusses the importance of transfer, or taking the skills and motivation and applying them over time, to different content areas, and in various settings.

# Faculty Development Plan

## Objectives

- Participants will become familiar with Wlodkowski's motivational strategies: expertise, knowing subject, empathy, enthusiasm, clarity, and cultural responsiveness.
- Participants will participate in activities that foster motivation in themselves as a student to model how important motivation is for their students.
- Participants will experience hands-on activities that demonstrate each motivational strategy.
- The workshop will foster inclusion, develop attitude, enhance meaning, and engender confidence in participants while also explaining how this can be done for their own students.

## Expected Outcomes

- We will receive input from instructors on their challenges and perceived strengths
- We will learn what our instructors know about student motivation and their role in improving it
- We will give time for instructors to teach and learn from each other, our experts
- We will impress upon our instructors (in a fun and motivating way) the importance of their role and our expectation that they work to improve motivational strategies in their classroom