Effective Course Design & Its Impact on Improving Student Motivation
Cooperative Learning & Motivation
1. Overcoming student consumer-mentality and motivating their involvement presents two of the greatest challenges especially in classes that are peripheral to a student’s main interests. By connecting what we are doing to other endeavors is one step toward increasing that involvement.

2. Explaining to students how the Type of Learning Activity matches a specific Learning Outcome within a certain Cognitive Level encourages more Active Learning and Motivation.
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Cognitive Level</th>
<th>Types of Learning Activities</th>
<th>Outcome Method</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to recognize relevant linguistic facts and formalize them into concise rules and principles.</td>
<td>Remember</td>
<td>• Practice recognizing or identifying information.</td>
<td>Interactive lecture.</td>
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<td>Students will be able to interpret terminology in language and determine whether they have any scientific validity.</td>
<td>Understand</td>
<td>• Restate or paraphrase and summarize information or knowledge.</td>
<td>Directed discussion.</td>
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<td>Students will be able to implement problem-solving skills and find patterns in a set of data from the Spanish language.</td>
<td>Apply</td>
<td>• Paraphrase the procedures, principles, rules, and steps for using or applying the material.</td>
<td>Writing/speaking exercises.</td>
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<td>Students will be able to differentiate between different linguistic terms.</td>
<td>Analyze</td>
<td>• Classify concepts, examples, or phenomena into correct categories.</td>
<td>Classroom assessment techniques.</td>
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<td>Students will be able to critique popular ‘language myths’ as well as other language-related issues.</td>
<td>Evaluate</td>
<td>• Draw inferences from observations, and make predictions from limited information.</td>
<td>Student-peer feedback.</td>
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<td>Students will be able to write formal linguistics papers on a problem of their choice in the Spanish language.</td>
<td>Create</td>
<td>• Design a research study to resolve a conflicting finding.</td>
<td>Project-based learning.</td>
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</table>
3. Have students cooperate by devising different **Outcome Methods** to go with specific Learning Outcomes. This will get them more involved with the material they have to prepare and they will attain a deeper knowledge while increasing their willingness to participate.

4. Help students plan their **own approach to structured assignments** and to give them the opportunity to **self-assess** their work and progress.

5. Motivate **student participation in the learning process** by building their belief in the ability to learn on their own.
1. Lectures Involving Cooperative Learning
1. Ask students to carefully read lesson beforehand so they are familiar with it and can ask questions.

2. Divide material into **subsections** and explain connection between **Objectives** and **Cognitive Level**.

3. **Highlighted** important concepts and use **engagement trigger** in the form of personal experiences to get students fully involved.

4. Initiate explanations by posing **thought-provoking questions** and then ask students for their reaction.

5. Encourage students to provide their own perspective in the form of **one-sentence summaries** of main points.

6. Use **practice** at the end of each subsection to confirm comprehension.

7. Integrate **active learning techniques** by activities where students apply the concepts covered in class to actual data.
8. Design activities to **engage students** through questions that elicit **critical thinking**.

9. **Scaffold questions** from lower to higher cognitive levels (**Bloom's Taxonomy**).

10. Include a variety of **open-ended questions**, prompting students to clarify their answers.

11. Use both **linking questions** and **synthesis questions**, encouraging students to support their answers with additional evidence and to provide a summary of what they have learned.

12. Implement **Bloom's Taxonomy** to make sure **all cognitive levels** are covered when linking questions with previous lessons: **knowledge** (establish how much students remember from the material they had already mastered); **comprehension** (probe their understanding for larger meaning); **application** (promote critical thinking of the facts discussed in class); **analysis** (establish causality between the different facts); **evaluation** (request their judgments on some of the relations explored in class); and **creation** (elicit a synthesis of their prior knowledge).
2. Chunking Activity & Cooperative Learning
1. After each **chunk section** of the lecture, students may be separated into **pairs** to discuss the topic in that portion. Students may have conversations among themselves, share their thoughts and ideas with the rest of the class, and then also raise questions to instructor.

2. By listening in while they are discussing the topic with their partners, one may discern the level of understanding and immediately address any misunderstandings during the shared time or in the next segment of the lecture.

3. Through **cooperation** students become more attentive to lectures and more active in class discussions.
3. Jigsaw Activity & Cooperative Learning
1. A good active learning technique is the **Jigsaw Activity**. Prior to implementing the activity, one needs to share with the students its aim and rationale. The main goal is to promote **interdependence** in class.

2. Students learn more through **active engagement with the material and with each other** than simply by passively listening to lectures in class.

3. Before class, divide the lesson into segments, assigning each segment to a different group of students to become "**experts**" on one of the segments. Make sure that each group has an overall understanding of the material that has been assigned to them. Set a time limit for the activity.

4. As groups prepare to give a **summary** of the content of their segment to the rest of the class, circulate around the room to address questions, confusion or misconceptions. After the allotted time, representatives from each group may explain their segment while other students listen and ask questions. This may be followed by **general discussion period** involving everyone in the room.
4. Note-Taking Skills & Cooperative Learning
1. **Break down** the main topic into various *mini-lessons* that act as natural breaks to allow students to fill in notes, ask questions and confer with each other concerning the sub-topics and their relations.

2. At the beginning of the class period, distribute *prepared skeletal notes* to correspond to the lesson and explain to students how this is intended to help them focus their attention to elaborating on themes, concepts and ideas, allow them to more fully concentrate on the lesson, and to guide them in their note-taking skills.

3. Have **blank spaces** for them to put the ideas and concepts in their own words, which would help to synthesize the information and encourage them to fill in all of the blank spaces.
5. Hatful of Quotes & Cooperative Learning
1. Begin with a lecture style presentation to impart the facts, ideas and concepts.

2. Previously students would have been provided with a list of points on which to concentrate their note-taking.

3. Follow it up with a variation of the **Hatful of Quotes** exercise.

4. Separate students in groups. Each group has a leader who was randomly given a slip of paper with one of the quotes. They have five minutes to think about and discuss their thoughts as a group; they then reconvene as a class to get their input and begin a lively discussion.

5. This leads to improved **participation** and increase in class dialogue. Additionally, it enhances the depth of knowledge and the clarity of the discussion. It helps students focus their attention on the more salient points and concepts that. It also encourages them to define and defend their own opinion on the topic.
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